DOCUMENT RESUME

ED 245 119 CE 039 160

TITLE	Opening Lines. A Competency-Based Curriculum in English as a Second Language. A Teacher's Handbook.
INSTITUTION	Experiment in International Living, Brattleboro, VT.; Save the Children Federation, Inc.; World Education, Inc., New York, N.Y.
SPONS AGENCY	Department of State, Washington, DC. Bureau of Refugee Programs.
PUB DATE	83
NOTE	440p.; For a related document, see CE 039 161.
PUB TYPE	Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE	MF01/PC18 Plus Postage.
DESCRIPTORS	Adult Basic Education; Classroom Techniques; Competence; Competency Based Education; Curriculum; *Daily Living Skills; Educational Resources; *English (Second Language); *Indochinese; Job Skills; Learning Activities; Lesson Plans; *North American Culture; *Refugees; *Second Language Instruction; Teaching Methods

ABSTRACT

This handbook contains a hands-on curriculum for teaching everyday living skills to English as a Second Language students, especially those who have had little formal education. It emphasizes students' use of language and an understanding of U.S. culture to communicate and get along. Although designed for Southeast Asian refugees, it can be used with other groups of adults or young people. The handbook consists of seven parts: (1) an introduction that provides information about the training program for refugees that led to the development of the handbook and that explains how to use the handbook; (2) the curriculum--30 lessons, presented in four levels (pre-literate, beginning, intermediate, advanced); (3) a section on learning and teaching; (4) a section on language instruction; (5) lesson planning (including a sample lesson plan); (6) teaching techniques; and (7) an appendix that contains supplemental information such as a guide to pronunciation problems, a materials list, and questions students often ask about American culture. Among the topics covered in the lessons are greetings, family, food/clothes/money, medical, housing, shopping, calendar/telephone, geography/weather, appointments, transportation, post office/school, banking, employment, job skills, sponsors, emergencies, social life, restaurants, and community living. (KC)

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a competency-based curriculum
in english as a second language

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a teacher's handbook

OPENING LINES

a competency-based curriculum in english as a second language

a teacher's handbook

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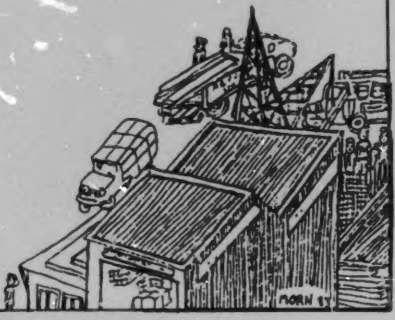

the experiment in international living as part of the consortium

Published by the Consortium: The Experiment in International Living,
Save the Children Federation, Inc. and
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Acknowledgments

In 1980, the Experiment in International Living, Save the Childeren Federation and World Education combined resources to form the Consortium in order to offer intensive English as a Second Language, Cultural Orientation and Pre-Employment training to refugees from Laos and Cambodia. In the fall of 1982, David Hopkins, Technical Program Manager of the Consortium, proposed the development of a teacher's handbook which would reflect the curriculum of the English as a Second Language Component of the Consortium training program for Indochinese refugees in Panat Nikom, Thailand.

In the spring of 1983, the Handbook Development Project got underway, with Fred Ligon as writer and Patrick Moran as editor. Fred organized and wrote the lessons and the appendix and did the illustrations; Pat added sections on language, learning and teaching and techniques.

Peter Loverde contributed a section on comparing languages. Robert Quinn prepared the grammar sequence for the lessons. Carol Richardson provided information for the sections on American culture.

Pamorn Imkaew did the cover illustration. Orawan Chokasut, Lakana Phongluangtham and Nittaya Mahakitpaisal typed the manuscript. Suchada Fucharoen did the lettering and helped with preparation of the manuscript.

The handbook began long before the Writing Project, though, and is in fact the culmination of more than two years of curriculum development in Panat Nikom. Many people were involved, and it is impossible to credit each of the teachers, teacher supervisors, administrators and consultants who contributed to the curriculum over the years.

There are several people who were directly involved who deserve special mention and thanks.

Kathleen Corey and Alfred Hoel wrote the original A/B level curriculum and teacher resource book. Cynthia Burns was involved in revisions.

James Higbie wrote the Topical and Structural Activities for Intermediate and Advanced Learners which contained the revised curriculum, which was adapted for this handbook. He was assisted by Alice Smith, Wipa Wungsuwonrung and Wasana Yamslip.

Teachers who played a special role in field testing were Sukanya Kaewthin, Sureeporn Kitcharoen, Ginggeaw Ketpiyat, Kwanjai Jivanantapravat, Pornipa Poopipattana and Araya Prasittiboon.

Jimmy G. Harris contributed the section on minimal sets.

Others who helped: Mehran Azami, Chearanee Chittasevi, Sutita Chomphupuang, Gerund Coonprom, Rudee Hunsuwan, Adam Kirby, Paula Kristofik, Michelle Noullet, Christine Papesh, Tanee Phoohom, Araya Prasittiboon, Chris Reznich, Linda Sherman, Alice Smith, Catherine Squire, Michael Taylor, George Woodington, Wipa Wungsuwonrong, Wasana Yamslip and Hans Von Zoggel.

Those who offered valuable support or comments: Stephen Amstutz, Igor Barabash, David Belskis, Donald Freeman, Marilyn Gillespie, Carolyn Graham, Howie Gutow, Carl Hirth, Lynel Horne, Anne Janeway, Margaret McDonald, Lynn Savage and Nunpana Savanork.

Finally, we must acknowledge our debt to those we work with. Our lives have been enriched by the experience we have shared with the refugees in Panat Nikom. This handbook is dedicated to them.

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Introduction

This is a handbook for teachers.

It contains an organized curriculum of lessons, a section on lesson planning and techniques, and an appendix of supporting materials. It is designed to clearly show teachers what they have to teach, present ideas for teaching and provide helpful information. Also, the handbook is designed to provide teachers maximum opportunity to decide for themselves how to teach the lessons.

The handbook is for teachers who are teaching the entire curriculum as part of a training program, or for teachers who would like to incorporate a few lessons into an already-established curriculum. Although the primary audience is teachers, program supervisors or teacher trainers may also find this handbook useful.

The curriculum represents a unique approach to teaching students who may have had little formal education. It emphasizes students' using language, and an understanding of U.S. culture, to communicate and get along. Although designed for Southeast Asian refugees, it can be used with other groups of adults or young people.

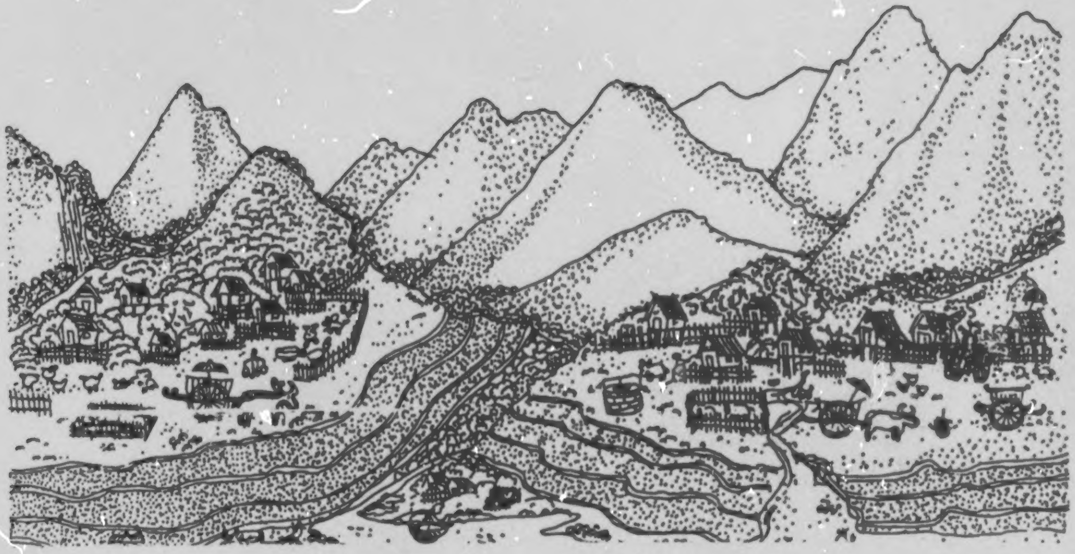
The handbook consists of four parts:

1. Introduction. This provides information about the training program for refugees that led to the development of the handbook. It also explains how to use the handbook.
2. Curriculum. These are the lessons, presented in four levels: A (pre-literate), B (beginning), C (intermediate), D (advanced).
3. Learning and Teaching, Language. These sections address fundamental questions that all language teachers must answer. There are information and questions to challenge teachers to state why they do what they do in the classroom.
4. Lesson Planning and Techniques. A sample lesson plan for one lesson in the curriculum is provided. There is also a selection of teaching techniques that can be used in teaching the curriculum.
5. Appendix. This contains supplemental information, e.g. a guide to pronunciation problems, a materials list and questions students often ask about American culture.

Although certain decisions have been concerning what to teach, it is up to teachers to decide how to teach these lessons. Suggestions and techniques are provided, but they have to adapt them to the demands of their particular situation and to the students they are teaching.

Enjoy the handbook!

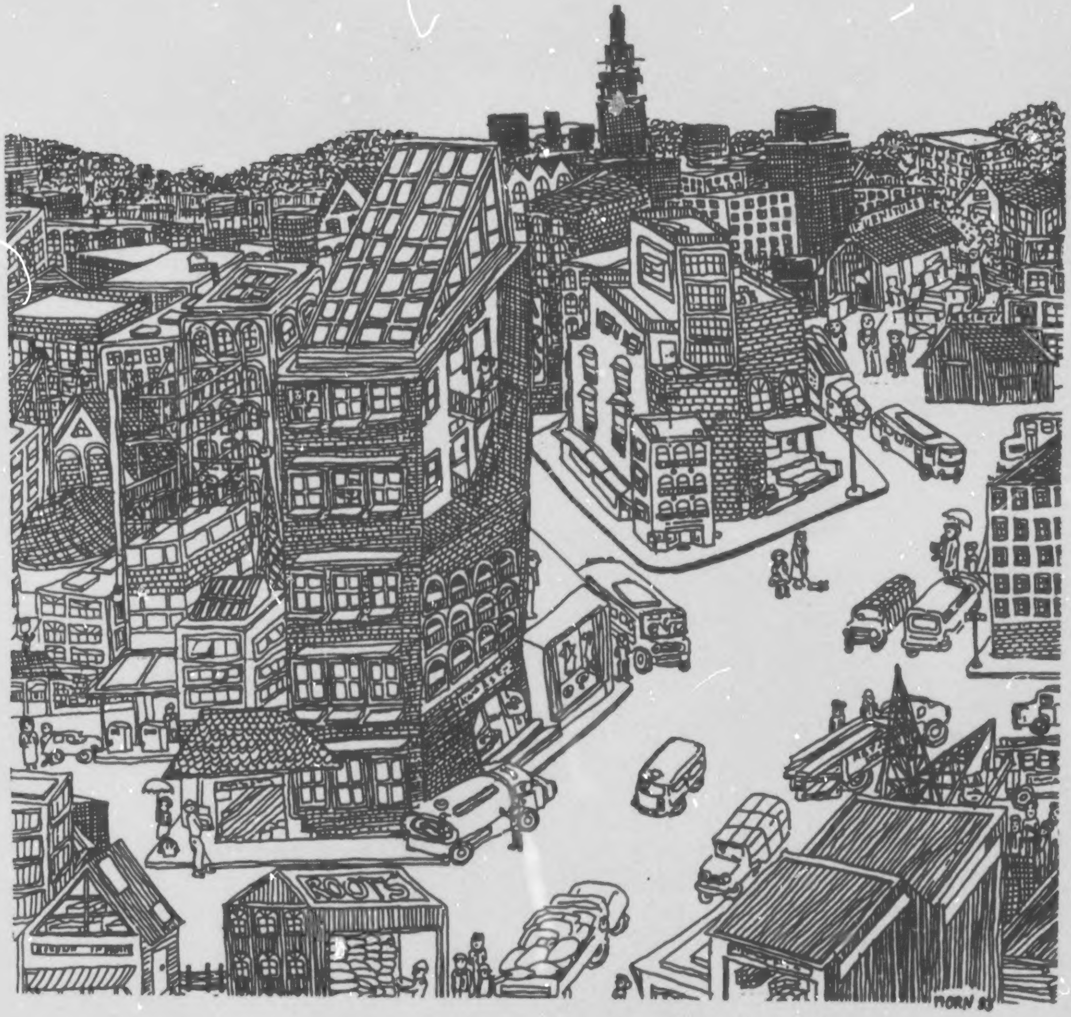
Background



In the previous lives of many refugees the rhythm of life was organized by the rising and setting of the sun and the planting and harvesting of crops. Everything needed was produced by hand. Young people watched and listened while cloth was woven, fields plowed, and tools constructed. If they learned a second language they did so by working alongside visitors from other villages. For them, there was no need for books. They learned by example.

This book originated as part of a refugee training program for people who came primarily from rural villages or small towns in Laos and Cambodia. In the case of the Hmong, Mien, Tai Dam and other Hilltribes people, they had lived outside the world of modern technology. Few, if any, had ever had formal education.

To prepare for their new lives in the United States, our students needed to move from the known to the unknown.



In the first ten units of the curriculum, there is frequent reference to the students' own culture. Items students are already familiar with are used in the classroom. In addition, students are asked to describe their culture and explain their relationship to it. The move to a fast-paced urban culture means many transitions. We felt students needed familiar reference points along the way--especially in the beginning--to ease their entry into the new language and culture.

The Program in Panat Nikom, Thailand

The Southeast Asian Regional Curriculum was one of the original documents used in Panat Nikom. A decision was made to create a "Hilltribe" curriculum, incorporating a few basic design changes to reflect Panat Nikom's experience working with refugees:

- The curriculum consists of 30 units (rather than 19) to permit more spiralling of language and topics. Language and concepts are introduced then reviewed and reworked in following units.

- The first 10 units emphasize the student as part of his/her culture. The next 20 units move toward a more comprehensive understanding of U.S. culture.

- In most units, A level students are exposed to full-form questions and answers even though they may only be able to produce the short form.

- There is no separate E level in the curriculum. E level competencies and language are included in D level.

- Literacy reflects the minimum A level and B level students need for situational competence.

- To insure that students are able to manipulate language as well as use survival language exchanges, there is an optional grammar sequence.

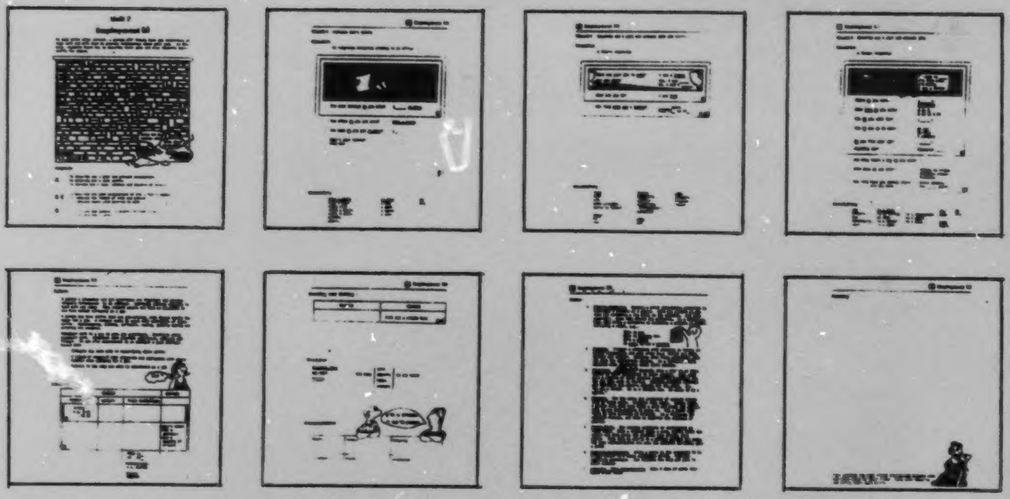
Teachers, trainers, consultants and friends were part of months of continual writing, rewriting and field-testing of the curriculum. The units in this handbook reflect the experience and hard work of those involved in this project. Our hope is that it will prove a valuable resource to anyone teaching English to refugees or other adult learners.

The Units

The ESL curriculum is divided into thirty units. The first ten units introduce language and concepts. The next twenty work with those in a variety of situations an adult will likely be exposed to on arrival in the United States. Each unit consists of:

1. A unit introduction
2. Chunks of language
3. A grammar point
4. A pronunciation record
5. Cultural information
6. A literacy focus and options
7. Reading and writing for C/D level students
8. Notes and variations on games, activities and ideas for teaching
9. Space for taking notes and planning lessons

Unit Format



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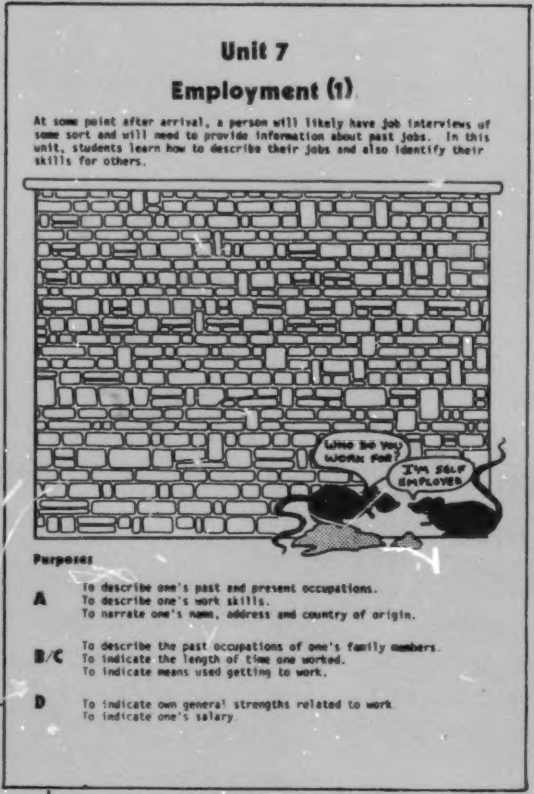
Purposes

The unit introduction page includes:

- -- a brief summary of the unit,
- -- a cartoon illustrating some of the language to be taught,
- -- a list of purposes of the unit identified by level.

Reading and writing competencies are not listed here. They appear in the Literacy or C/D level reading and writing sections of the unit.



Unit 7

Employment (1)

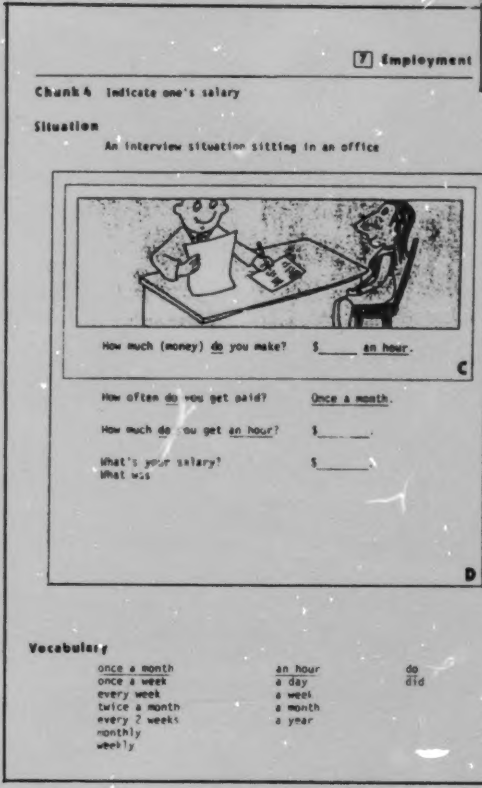
At some point after arrival, a person will likely have job interviews of some sort and will need to provide information about past jobs. In this unit, students learn how to describe their jobs and also identify their skills for others.

Purposes

A
To describe one's past and present occupations.
To describe one's work skills.
To narrate one's name, address and country of origin.

B/C
To describe the past occupations of one's family members.
To indicate the length of time one worked.
To indicate means used getting to work.

D
To indicate own general strengths related to work.
To indicate one's salary.



7 Employment

Chunk 4 Indicate one's salary

Situation

An interview situation sitting in an office

How much (money) do you make?	$_____ an hour.
How often do you get paid?	Once a month.
How much do you get an hour?	$______.
What's your salary? What was	$______.

Vocabulary

once a month	an hour	do
once a week	a day	did
every week	a week	
twice a month	a month	
every 2 weeks	a year	
monthly		
weekly		

Language

Each unit has two or more chunks of language. "Chunk" as used here means a set of language exchanges that are relevant to a given situation. Each chunk appears on a separate page with an indication of the appropriate situation and a summary of the competencies. The chunks of language appear in concentric boxes so teachers will know the language they are responsible for teaching, the language their students should already know and/or possible areas of expansion.

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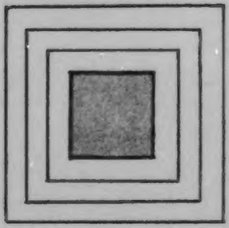
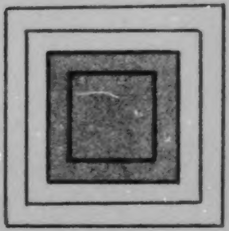
Language

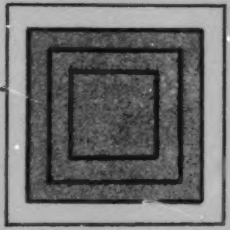
A level students are expected to know:



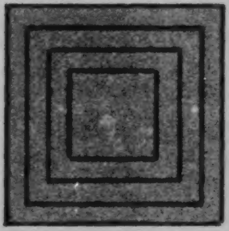
B level students are expected to know:



C level students are expected to know:



D level students are expected to know:



Underlined words indicate points where the pattern or the vocabulary can be varied. Each underlined word appears at the bottom of the page followed by alternatives. Ex.:

> What's this?
>
> This is a box.

this	box
that	pencil
	cup
	notebook (d)

In the example given above, "this" and "that" are appropriate for all levels. "Box, pencil and cup" can be taught through level C. "Notebook" should be introduced at level D only.

Teachers should always look at the vocabulary that appears at the bottom of the page even if a given exchange does not appear in the B, C or D level boxes. Some exchanges appear only at level A but have upper level vocabulary choices indicated at the bottom of the page.

Parts of some exchanges include parentheses. Ex.:

What's this?
(This is) a box.

Here, the parentheses indicate that "a box" is acceptable but the expanded form "This is a box" may be introduced to students who have mastered the short response. Some questions are answered by a pair of parentheses only. Ex.:

What's this?
(_____).

In this case, the parentheses indicate that any appropriate response is acceptable. Example of appropriate responses for the exchange above might be:

A box.
This is a box.
That is a box.
That's a box.
It's a box.
I don't know.
I don't know what it is.
etc.

Blank spaces in a pattern indicate that something needs to be added to make the pattern complete. Ex.:

This is a _____.
Is this a _____?
_______ is a box.

The language along the left side of the concentric boxes is the language the student is expected to understand. The language along the right side of the boxes is the language the student is expected to speak. This is the minimal level of competence. Students who have the ability can also learn to speak the language on the left side of the boxes. Teachers need to assess the ability and needs of their students.

At all levels give your attention to the language structures and patterns employed in the unit. Vocabulary words listed on each page should serve as a resource, not as the primary focus of the lesson.

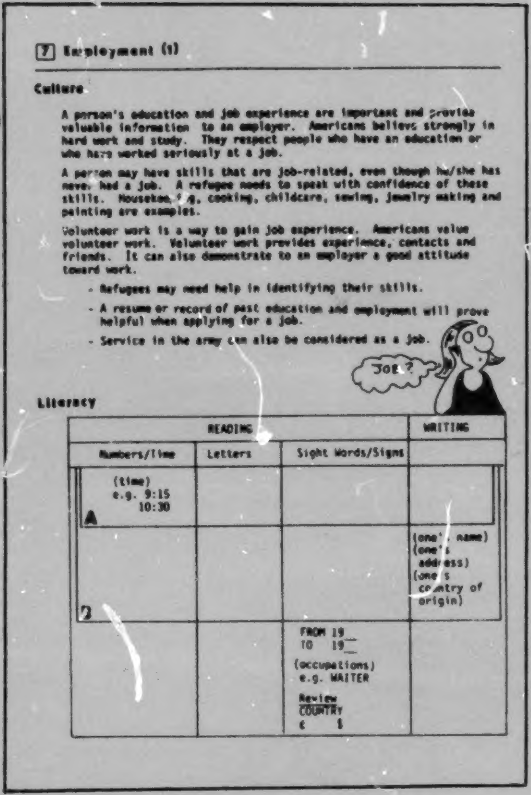
Culture

American cultural information offers the teacher background on the unit topic as well as points to be considered when planning the lesson. These culture notes can be helpful to teachers planning to use role plays or simulations in their classes.

Literacy

Each unit provides a literacy focus and options for the teacher of A and B level students. Literacy at the survival level in this curriculum involves reading and writing of:

The Alphabet
Numeracy
Time
Money
Sight words
Form language
Symbols



7 Employment (1)

Culture

A person's education and job experience are important and provide valuable information to an employer. Americans believe strongly in hard work and study. They respect people who have an education or who have worked seriously at a job.

A person may have skills that are job-related, even though he/she has never had a job. A refugee needs to speak with confidence of these skills. Housekeeping, cooking, childcare, sewing, jewelry making and painting are examples.

Volunteer work is a way to gain job experience. Americans value volunteer work. Volunteer work provides experience, contacts and friends. It can also demonstrate to an employer a good attitude toward work.

- Refugees may need help in identifying their skills.
- A resume or record of past education and employment will prove helpful when applying for a job.
- Service in the army can also be considered as a job.

Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
(time) e.g. 9:15 10:30 A			
B			(one's name) (one's address) (one's country of origin)
		FROM 19__ TO 19__ (occupations) e.g. WAITER Review COUNTRY ¢ $	

The literacy component of the curriculum is the result of a long process of trying to narrow the focus to minimal survival level skills. Teachers who wish to move beyond this and begin teaching reading and writing of sentences are encouraged to use whatever system they are most comfortable with.

Consider the following:

a. B level students are expected to know level A material as well as material in level B.

b. Sight words, symbols, form language, etc. listed in each unit help support a student's understanding of the oral language exchanges. Sight words are all written in capital letters.

c. Time and money are periodically reviewed whenever they are relevant to the content of a unit. The date is taught in Unit 10 but it should be an ongoing activity from the first day.

d. Teachers may teach capital letters, lower-case letters or both. The approach used with this curriculum has been to teach capitals and lower case simultaneously.

e. Options are other items relevant to the unit that could be taught if students demonstrate competence in Level A and B material.

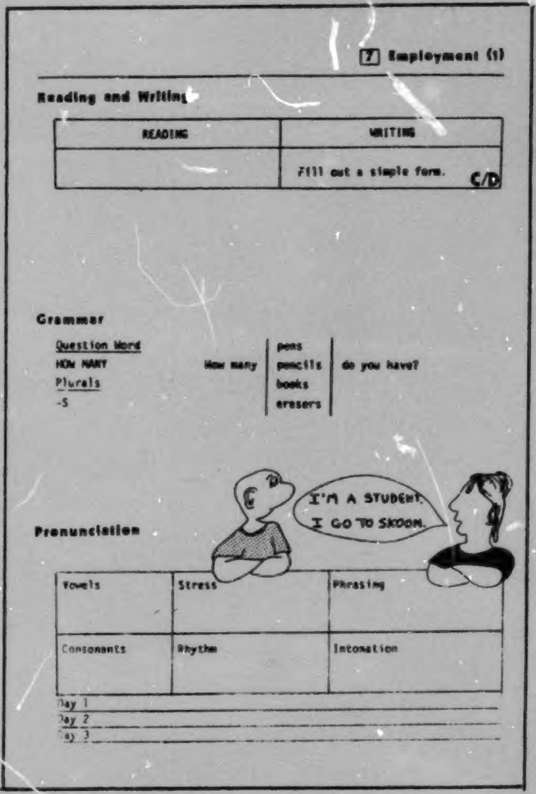
f. There are occasional differences between this curriculum and the SEA Regional Curriculum. Where differences occur they reflect this program's understanding of what A and B level students can realistically learn in a three-month period.

Reading and Writing

Several units include reading and writing activities which C and D level students must be able to perform in order to achieve situational competence.

Grammar

A grammar point is provided as an optional teaching focus for each unit. The grammar points are drawn primarily from A level language. Each point does not necessarily reflect the language for the unit in which it appears. Instead, the grammar points are usually taken from preceding lessons. This allows teachers to teach grammar as a review, using vocabulary and structures that students have already learned.



7 **Employment (1)**

Reading and Writing

READING	WRITING
	Fill out a simple form. C/D

Grammar

Question Word
HOW MANY
Plurals
-S

How many pens / pencils / books / erasers do you have?

I'M A STUDENT. I GO TO SKOOM.

Pronunciation

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

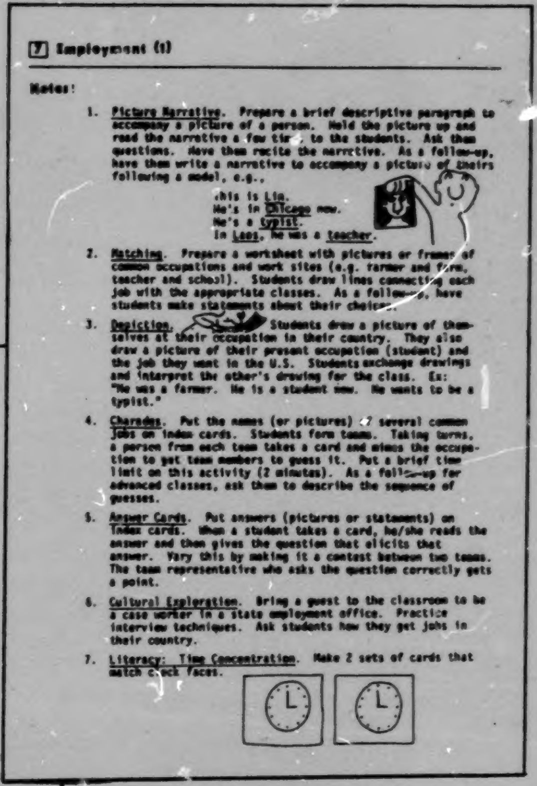
Day 1
Day 2
Day 3

Pronunciation

In each unit there is a box for the teacher to record the pronunciation focus of that unit. This pronunciation record can be completed by referring to a list of common Southeast Asian pronunciation problems (see Appendix 7) or by identifying your student's problems on a daily basis. In the box, the teacher can indicate the area of pronunciation to be worked on (stress, intonation, phrasing, consonants, vowels and rhythm) and can also indicate the focus for each day the unit will be taught.

Notes

Each unit contains a list of techniques, activities and games that teachers can choose to use. These activities can also be used for evaluation, since they call for active student participation and application of the material in the unit.



7 Employment (1)

Notes:

1. Picture Narrative. Prepare a brief descriptive paragraph to accompany a picture of a person. Hold the picture up and read the narrative a few times to the students. Ask them questions. Have them recite the narrative. As a follow-up, have them write a narrative to accompany a picture of theirs following a model, e.g.,

   This is Lin.
   He's in Chicago now.
   He's a typist.
   In Laos, he was a teacher.

2. Matching. Prepare a worksheet with pictures or frames of common occupations and work sites (e.g. farmer and farm, teacher and school). Students draw lines connecting each job with the appropriate classes. As a follow-up, have students make statements about their choices.
3. Depiction. Students draw a picture of themselves at their occupation in their country. They also draw a picture of their present occupation (student) and the job they want in the U.S. Students exchange drawings and interpret the other's drawing for the class. Ex: "He was a farmer. He is a student now. He wants to be a typist."
4. Charades. Put the names (or pictures) of several common jobs on index cards. Students form teams. Taking turns, a person from each team takes a card and mimes the occupation to get team members to guess it. Put a brief time limit on this activity (2 minutes). As a follow-up for advanced classes, ask them to describe the sequence of guesses.
5. Answer Cards. Put answers (pictures or statements) on index cards. When a student takes a card, he/she reads the answer and then gives the question that elicits that answer. Vary this by making it a contest between two teams. The team representative who asks the question correctly gets a point.
6. Cultural Exploration. Bring a guest to the classroom to be a case worker in a state employment office. Practice interview techniques. Ask students how they get jobs in their country.
7. Literacy: Time Concentration. Make 2 sets of cards that match clock faces.

7 Employm

Planning

Your students may make little distinction between work and other parts of their lives. Help them identify and define their work skills.

Planning

Space for taking notes and planning lessons is provided on the last page of every unit. In addition, a note appears at the bottom of the page offering a final comment or reminder about the unit.

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Teacher Resources

The resource sections include: Learning and Teaching, Language, Lesson Planning, Techniques and the Appendix. They provide information, teaching options and questions to encourage teachers to examine their teaching.

Teachers can refer to these sections for suggestions on how to teach, information on what to teach, and also ideas on the why of teaching--what makes teachers effective.

This approach calls for teachers to take responsibility for thinking carefully about their work. It is based on the principle that all teachers eventually decide for themselves what to do. They make choices about the subject matter, about the students, about teaching and about learning. The clearer and more conscious their decision-making, the more effective their teaching can become.

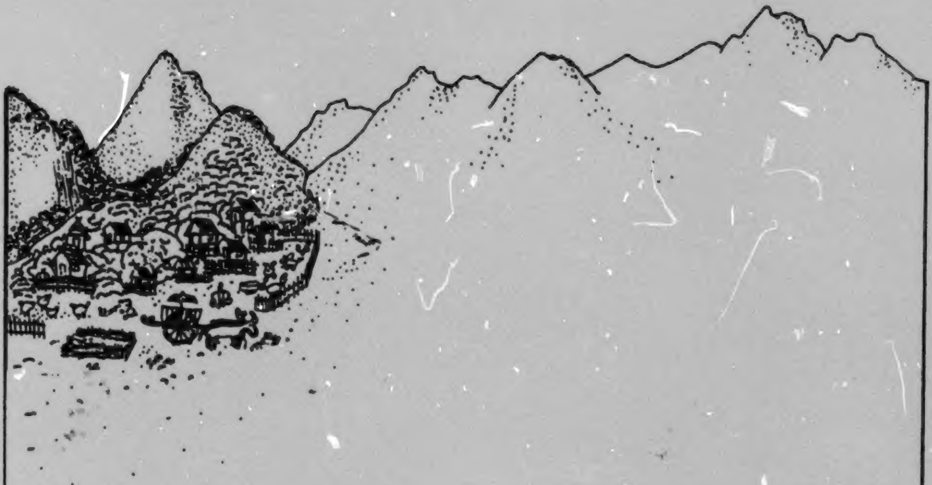
These sections are intended for teachers to use on their own. They are also intended for teacher supervisors to use as part of training sessions with groups of teachers.

Note to the Teacher:

- Use the resource sections as a guide for reflecting on your experiences in the classroom. What happens in class with you and your students is a rich source of study. By looking closely and openly at this, you can learn more about your job. Read all the sections to see if they can help.
- The sections can serve as an introduction to questions and information that you need to consider as a language teacher. Use this to sharpen and justify your own point of view on what language is and what helps people learn.
- Compare your notes with fellow teachers or friends.
- Write your comments and reactions in the text.

Note to the Teacher Trainer/Educator

- Use the sections to provide information or suggestions for teachers.
- Use the questions as discussion topics in training sessions.
- Draw upon teachers' experiences in the classroom.
- Allow teachers to decide for themselves, but ask that they base these decisions on fact, rather than opinions.
- Use the sections to clarify your own criteria for teaching teachers.

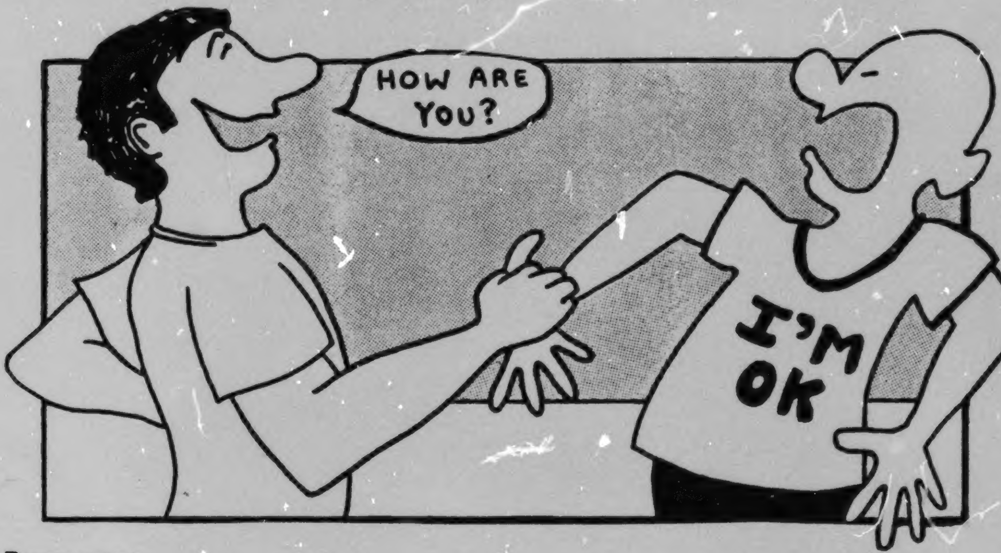


The Curriculum

Unit 1

Greetings/Classroom

First encounters with Americans--saying hello, being introduced, making small talk, saying goodbye--are important rituals. Arriving in a new country is challenging enough. Knowing how to do these simple rituals can help make good first impressions. This unit provides students with basic greetings and leavetakings as well as appropriate language for finding out and clarifying information.



Purposes

A
- To identify oneself.
- To greet and be greeted.
- To say goodbye.
- To respond to or request a need for repetition.
- To ask for identification of classroom items.
- To respond to classroom instructions.
- To indicate lack of comprehension or confusion.

B
- To respond to questions asking for identification of items.
- To ask someone to speak slowly.
- To use yes/no questions to verify something's name.

C
- To introduce others and respond to introductions.
- To state reasons for being late or absent.
- To ask for clarification or repetition.

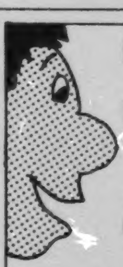
D
- To initiate and respond to various greetings and leavetakings.

1 Greetings/Classroom

Chunk 1 Greet and say goodbye

Situation

Any social situation
On the telephone



Hello.
Hello.
How are you?
(I'm) fine.
How are you?
(I'm) fine.
Goodbye.
Goodbye.

A

Good morning.
Hi.
How are you doing?
I'm OK.
How are you?
Fine.

B

Hi.
Good morning.
(____).
Bye.
See you later.

C

How are you doing?
OK.
So long.
See you.
Take it easy.

D

Vocabulary

morning
afternoon
evening

OK
all right
not bad

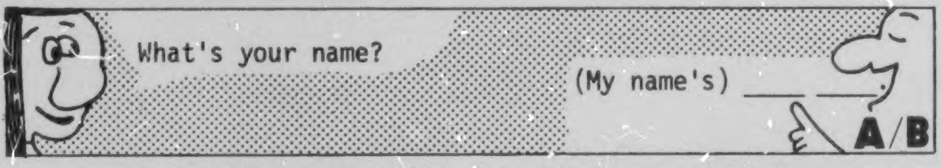
later
tomorrow
tonight

Sunday
Monday
Tuesday
Wednesday
Thursday
Friday
Saturday

Chunk 2 Identify oneself and make introductions

Situation

Initial social encounters
Formal interviews



This is my friend, John.
This is John.

Happy to meet you.

What's your first name?

(_____).

Please spell your name.

(_____).

C

I'd like you to meet my friend, John.

How do you do?

How do you do?

Would you spell that?

(_____).

D

Vocabulary

friend
brother
sister

John
(names of your students)

first
last

1 Greetings/Classroom

Chunk 3 Identify objects through questions and clarification

Situation

In the classroom
At the workplace
In the community

It's a pencil.	What's this? It's a pencil.
I don't understand. Again, please. Please repeat.	I don't understand. Again, please. Please repeat.
	A
What are these?	These are They're pencils.
Is this a pencil?	Yes, it is. No, it's not. No, it is a ____.
	What's this in English?
It's a ____	
	Please speak slowly.
(____).	
	Thank you.
You're welcome.	
	B
	What's this called in English?
(____). Whose ____ is this?	
	It's mine.
Do you understand?	
	(____).
What did you say?	
	(____).
	C
(____).	Would you say that again? (please)
	D

Vocabulary

pencil
pen
book
blackboard

these
those

mine
his
hers

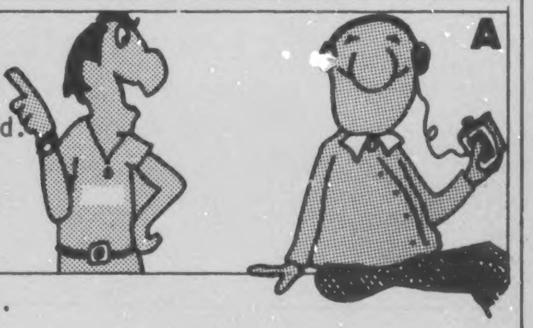
this
that

Chunk 4 Respond to commands and questions

Situation

In the classroom
At the workplace

Open your book.
Close your book.
Go to your chair.
Go to the blackboard.
Go to the door.
Come here.
Listen.
Repeat.



A

Pick up one pen (s).
Put down _____.
Give me _____.

Please go to the blackboard.

B

Who's absent? (_____).
Who was late?
Excuse me.
I'm sorry I'm late.
Why are you late?
(_____).
Why were you absent yesterday?
(_____).
(Please) (don't) smoke.
(_____).

C/D

Vocabulary

smoke
sleep
spit
talk
take a break
copy (this)

one
1 - 16

pen
pencil
book

blackboard
door
desk
chair

smoke
stand up
sit down
give this to ____.
tell _____ to ____.
come back in ______ minutes.
come back at 2:00.

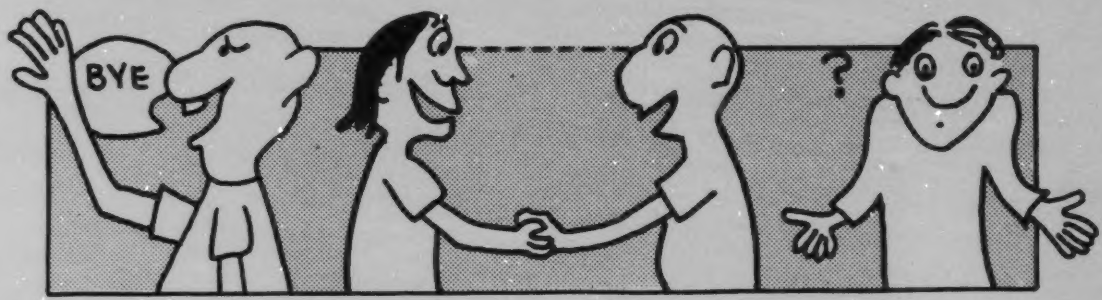
1 Greetings/Classroom

Culture

Informal American greetings and leavetakings often require just a nod of the head or a wave of the hand. Formal American greetings often require a handshake and eye contact. Americans are known to evaluate another person by how firmly he/she shakes hands and whether the person looks the other in the eye.

- Most American have three names: first, middle, and last.
- Older Americans are often referred to by their title (Mr., Miss, Mrs., Ms.) plus the last name.
- In informal situations, the question, "What's your name?" is usually answered with the first name only.

In English, there is a difference between "I don't know" and "I don't understand." Usually, "I don't know" means "I don't know the answer," while "I don't understand" means "I'm confused."



Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
1 - 16 **A**	A - E		A - E
B			
Options	(spell one's name)	NO SMOKING	(date) e.g. JAN. 16, 1982

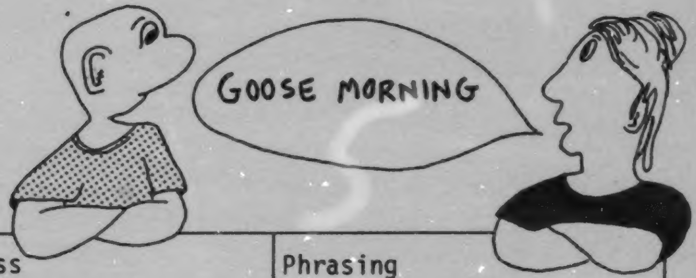
Reading and Writing

READING	WRITING
Common American names. C/D	

Grammar

Statement Word Order	I	am		
Affirmative/Negative	You	are	(not)	here.
TO BE	He			there.
	She	is		
	It			

Pronunciation



Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

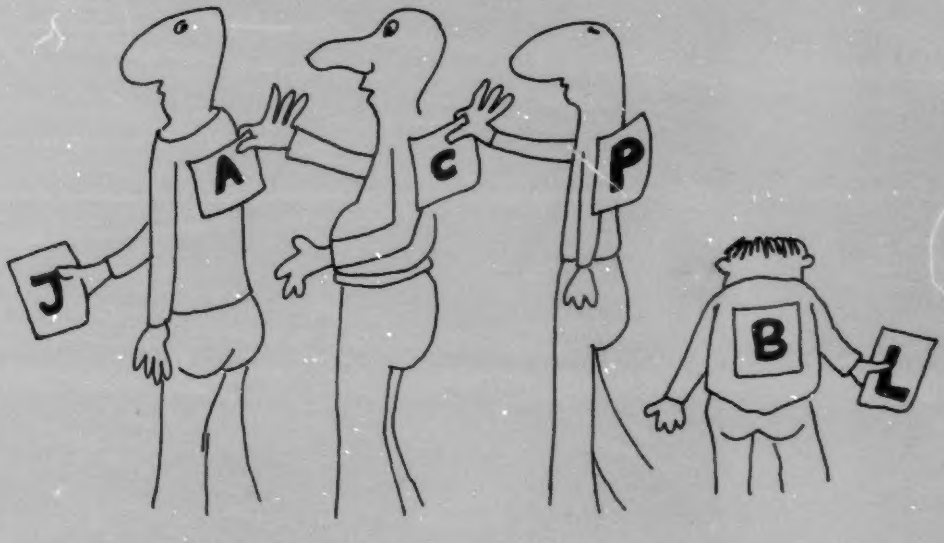
Day 1

Day 2

Day 3

Notes

1. Name Game. Have students sit in a circle. One-by-one each student introduces himself/herself and gives the names of the students who have already spoken. Ex: "My name is John. This is Liu. His name is Tan." For more advanced classes, ask students to give their names and one thing that they like. Go round the circle until all students have spoken.
2. Cocktail Party. On index cards, write biographical information about fictitious characters. Distribute the cards to the students, who then take on this new "identity." Then tell the students that they are at a party and to get to know each other. Make the activity interesting by having all the characters related to one another in some way.
3. Action Sequence. Draw pictures of various classroom actions on paper (8½x11). Have students arrange these in different sequences and then give each other directives (commands) to carry these actions out in the classroom. For advanced classes, have students write the directives.
4. Cultural Exploration. Have students demonstrate how greetings are done in their country. Vary this by asking them to include greetings between people of different ages, sexes and roles--even places. Ex: Mother (age 60) greets daughter (age 30) in daughter's home. Ask students to make comparisons with greetings in the U.S. and to discuss similarities or differences. Stress the importance of non-verbal language.
5. Literacy: Letter Cards. Tape cards with letters (A,B, C,D,E) to students' backs. They must group themselves together according to letter. To do this, they have to read the cards and ask each other questions. Do the same exercise with numbers (1 - 16).

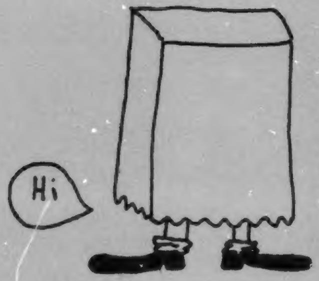


Planning

1 Greetings/Classroom

Planning

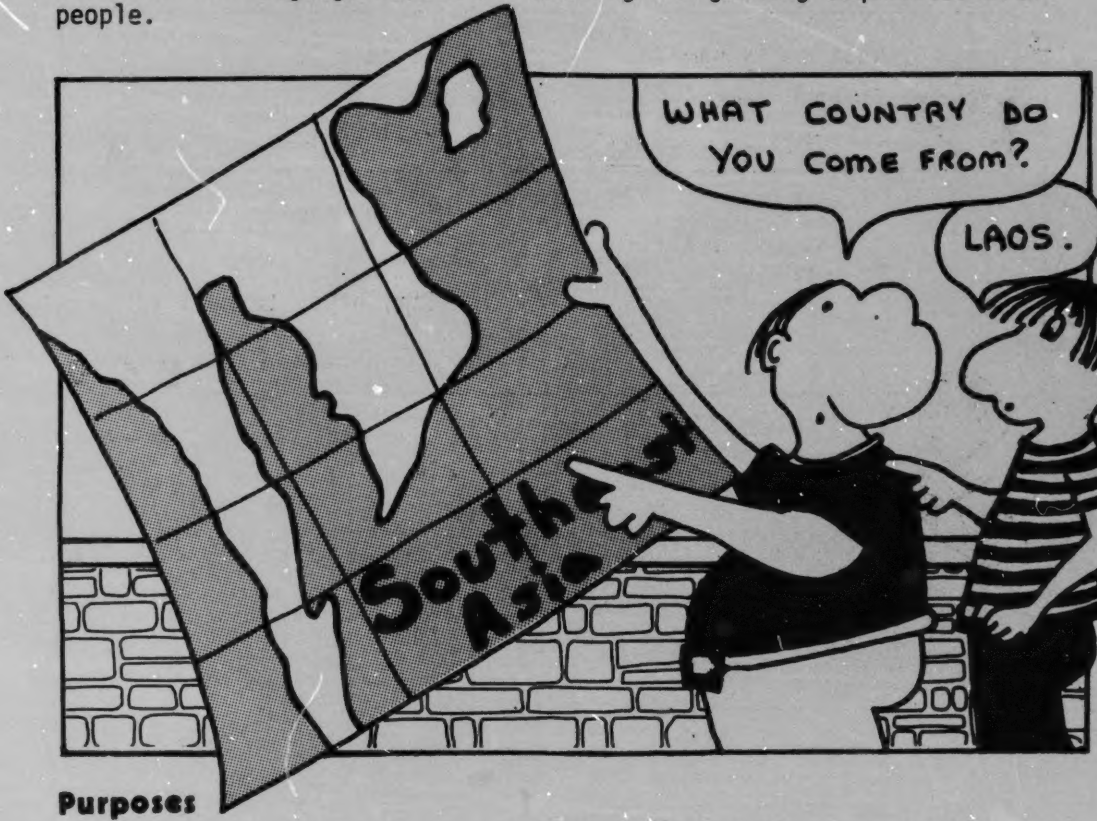
Help your students overcome their shyness when greeting.



Unit 2

Language/Nationality

When making social contacts with Americans, it is often necessary to introduce oneself and answer a few simple questions. This unit gives students the language needed for meeting and getting acquainted with people.


WHAT COUNTRY DO YOU COME FROM?
LAOS.
Southeast Asia

Purposes

A To introduce oneself by name.
nationality.
ethnic group.
native language.
country of origin.

B To identify classmates by name.

C To ask questions about another's personal background.

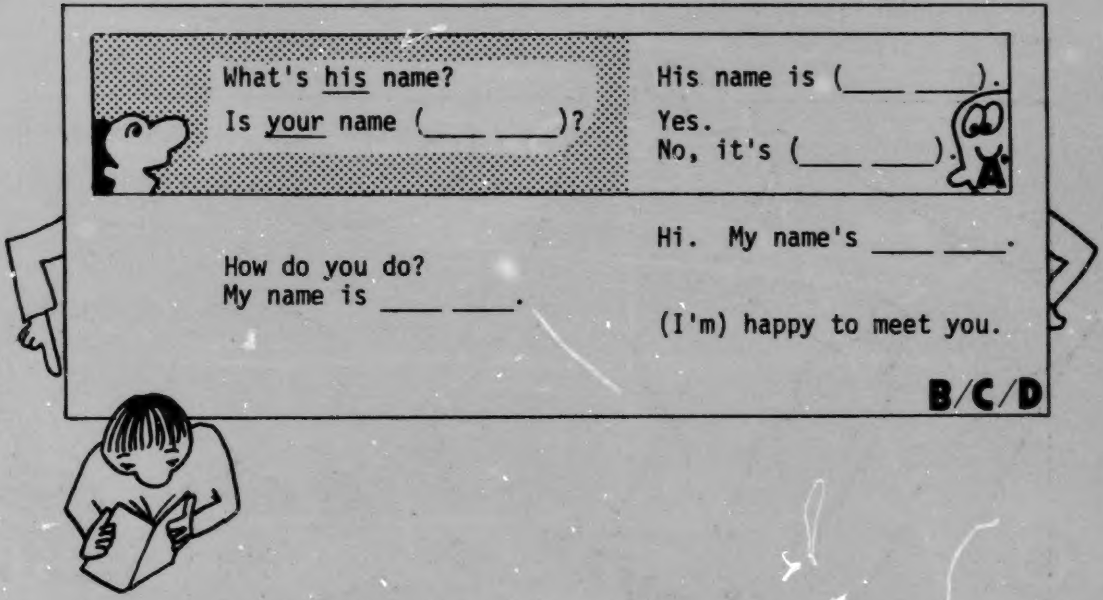
D To name the languages one speaks.
To state the place and date of one's birth.
To describe the location of one's place of birth.

2 Language/Nationality

Chunk 1 Introduce oneself and others

Situation

Any business or social occasion



What's his name?
Is your name (___ ___)?

His name is (___ ___).
Yes.
No, it's (___ ___).

How do you do?
My name is ___ ___.

Hi. My name's ___ ___.

(I'm) happy to meet you.

Vocabulary

his
her

your
her
his

Chunk 2 Ask and answer questions about one's background

Situation

Business or social occasion
On the telephone
Formal interview

Where are you from?	I'm from (_____).	
Are you Hmong?	Yes, I'm Hmong. No, I'm (_____).	
	My name is (_____ _____). I'm from (_____). I'm (_____).	A
What country are you from?	I'm from (_____).	
Are you from (_____)?	Yes, I'm from (_____). No, I'm from (_____).	
What's your nationality?	I'm (_____).	B
What country do you come from.	(_____)?	
What city are you from?	(_____).	
What's your place of birth?	(_____).	
Where were you born?	I was born in _____.	C
Where did you used to live?	(_____).	
Where did you live in (___)?	(_____).	
Where's that?	(describe location)	
What's your ethnic background?	(_____).	D

Vocabulary

Hmong
Laotian
Cambodian
Khmer
Mien

Tai-dam
Vietnamese
Lao-Theung
(other)

city
country
town

place
date

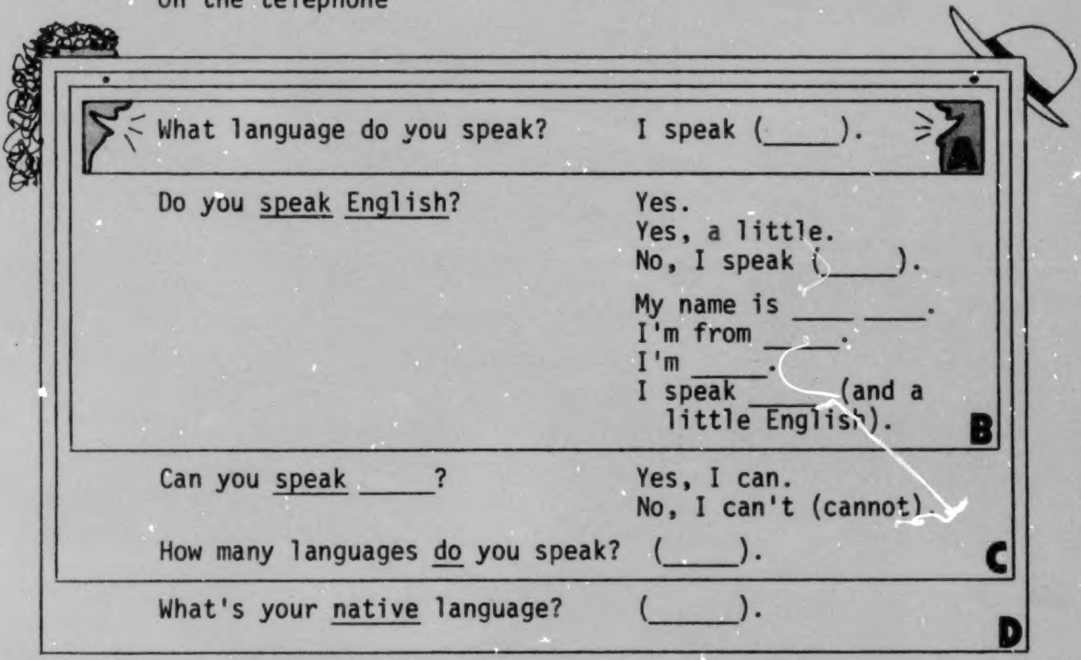
country
city
town

2 Language/Nationality

Chunk 3 Ask and answer questions about one's language

Situation

Business or social occasion
On the telephone



What language do you speak?	I speak (____).	A
Do you speak English?	Yes. Yes, a little. No, I speak (____). My name is ____ ____. I'm from ____. I'm ____. I speak ____ (and a little English).	B
Can you speak ____?	Yes, I can. No, I can't (cannot).	
How many languages do you speak?	(____).	C
What's your native language?	(____).	D

Vocabulary

English
Hmong
Mein
Lao
Vietnamese
Khmer
(other)

speak
read
write

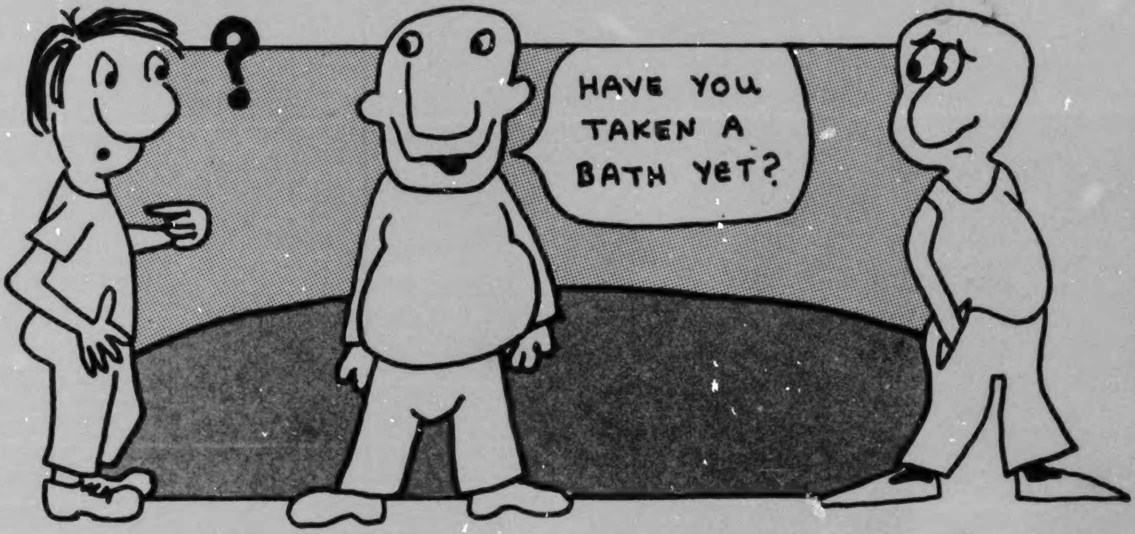
do
can

native
first

Culture

It is considered polite to introduce the people that are with you when you meet an acquaintance. Not making introductions can make people feel uncomfortable or embarrassed.

After introductions, people often ask a few questions about each other's background. Usually, it is not polite to ask questions such as "How old are you?" "Are you married?" or "Have you taken a bath?" when you meet someone for the first time.


?
HAVE YOU TAKEN A BATH YET?

Literacy

	READING			WRITING
	Numbers/Time	Letters	Sight Words/Signs	
A	16 - 30	F - J		1 - 16 F - J
B			NAME	
Options		(spell one's name)	FIRST LAST NATIONALITY COUNTRY LANGUAGE(S)	(one's name) (one's nationality) (one's country) (one's language)

2 Language/Nationality

Reading and Writing

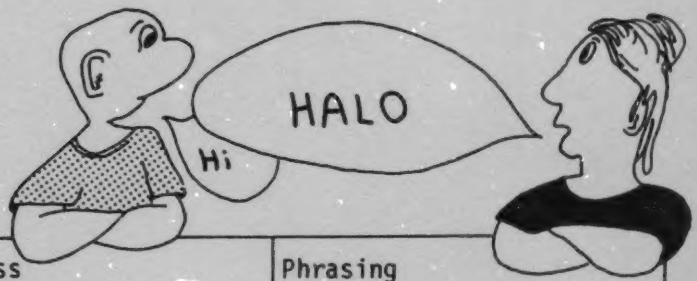
READING	WRITING
C/D	Fill out a simple form. The date: day, month and year. Ex: Jan. 3, 1984 or 1/3/84.

Grammar

Question Word Order
Adjectives
TO BE

Am	I	Cambodian?
Are	you	Laotian?
Is	he	
	she	
	it	red?

Pronunciation



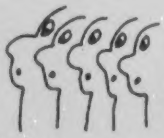
Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1
Day 2
Day 3

Notes

1. Recitation. Have students prepare a short "speech" that they each deliver to the rest of the class. Ex:

My name is ________.
I'm from (country).
I'm (nationality).
I speak ________.



For more advanced classes, add place of birth, age and their last residence.

2. Question-Answer Practice. Have students sit in a circle. They practice the exchange: "Where are you from? I'm from _____." Have students ask and answer the question. Add other exchanges about languages spoken and nationality.

3. Biography Chart. For advanced classes, put biographical information about students on a chart. Have the students ask and answer questions using the chart as a guide.

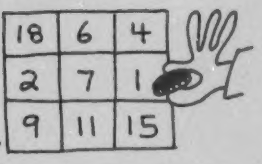
Name	Age	Birth	Nationality	Languages
Liu	50	Vientiane	Laotian	Lao
Tan				

Ex: Who's from Laos?
Where was Liu born?
Is Tan 50 years old?

4. Double Circle. Move the chairs to form two circles--one inside the other. Students in the outer circle sit facing those in the inner circle. Ask a question. The students in the outer circle all ask their partners the same question. After they answer, the students in the outer circle move one chair to the right. Ask another question. Continue until you have asked 10 questions.

5. Survey. Give students a series of biographical questions to ask. Direct them to interview as many of their classmates as possible in a limited time (1, 3 or 5 minutes). Afterwards students report their findings.

6. Literacy: Tic Tac Toe. Each pair of students has one card and 5 markers. To put a marker down, students must say the number or letter aloud. Students try to get 3 markers in a row.



7. Cultural Exploration. Ask your students to approach an American and ask his/her name. Students then report to the class giving the name of the person met.

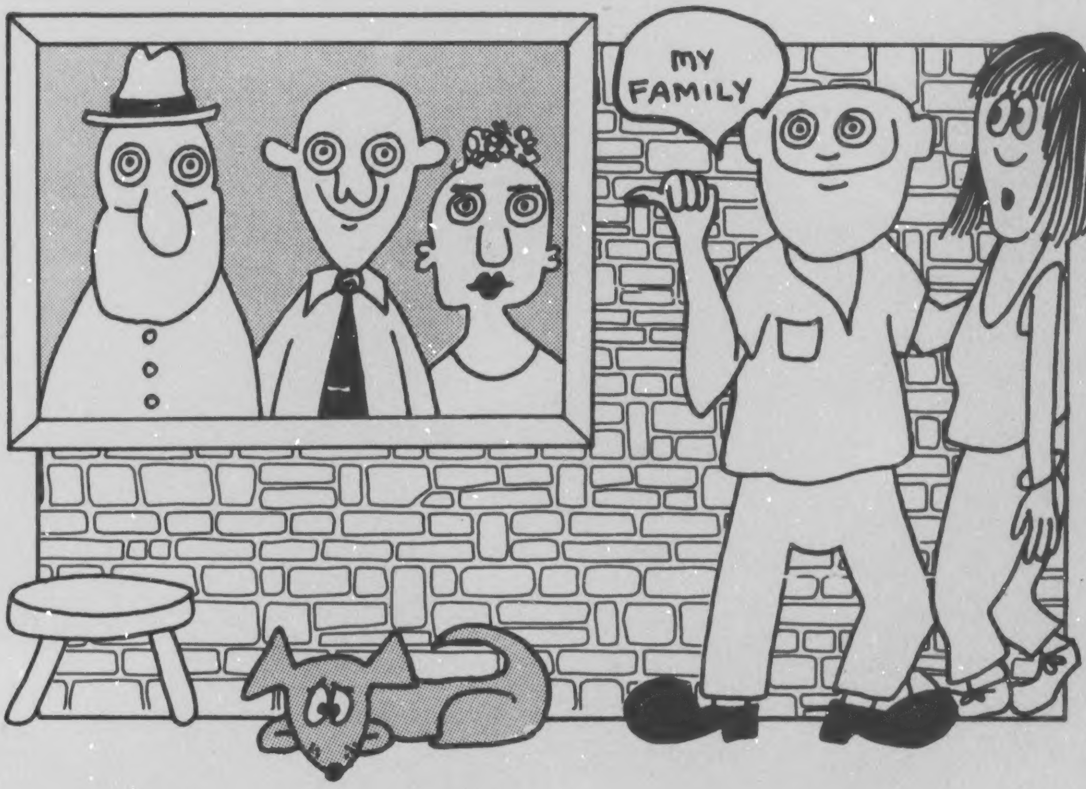
Planning

Introductions help strangers feel part of a group.

Unit 3

Family

During social encounters with Americans and in some interview situations, it is often necessary to introduce family members or give personal information. In this unit, students learn how to make introductions and respond to common questions often asked about one's family.



Purposes

A

To identify family relationships.
To introduce family members.
To answer questions about one's: age.
marital status.
family members.

B

To narrate personal backgrounds of oneself and family members.

C/D

To describe one's family.
To state residence of family members.

3 Family

Chunk 1 Identify and answer questions about one's family

Situation

Formal interview

Who is this?	This is my wife. Her name is ____. This is my ____.

A

Is this your wife?	Yes, this is my (____). No, this is my (____).
How old are you? is	35. I'm 35.

B

Who is this?	This is my wife.
What's your wife's name?	(____).
Where is your wife?	In Cambodia.
Does your wife speak English?	(____).
Do you have any relatives in America?	(____).
What city do they live in? does he/she	(____).
How many people are in your family?	(____).

C

Who is this?	This is my ____.
How many people are in your immediate family?	(____).

D

Vocabulary

wife
husband
father
mother
sister
brother

son
daughter (b/c)

mother-in-law
father-in-law
sister-in-law
brother-in-law
son-in-law
daughter-in-law
grandmother
grandfather (d)

her
his

you
he
she
they

my
me

this
that

city
state

Cambodia
Laos
Vietnam
the camp

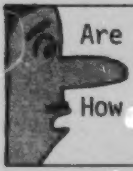
relatives
friends
family

immediate
extended

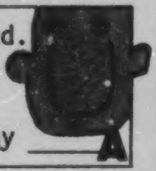
Chunk 2 Describe and answer questions about oneself and family

Situation

Social or business occasion
Formal interview



Are you married?	Yes, I'm married. No, I'm not.
How many children do you have?	I have ______. I don't have any ______



A

Is she married?	Yes, she's married. No, she's not.
Do you have (any) children?	Yes, I have ___ two __(s). No, I don't have (any) children.
	(looking at a picture) This is me. My name is _____. I'm from _____. I'm Hmong. I'm (not) married. This is my _____ Her name(s) is (____).

B

Do you have any younger children?	(_____).
How many children do you have?	(_____).
Is your _____ married?	(_____).
Does your _____ have any children?	(_____).
Are you married?	(_____).

C/D

Vocabulary

children
sisters
brothers
sons
boys/girls
daughters

kids (c/d)

she
your/my son
your/my daughter
he

any younger children
any older children
any kids
a baby

Hmong
(other)

married
single
widowed

separated
divorced (c/d)

not
single

her
his
their

two
(other)

this
these

is
are

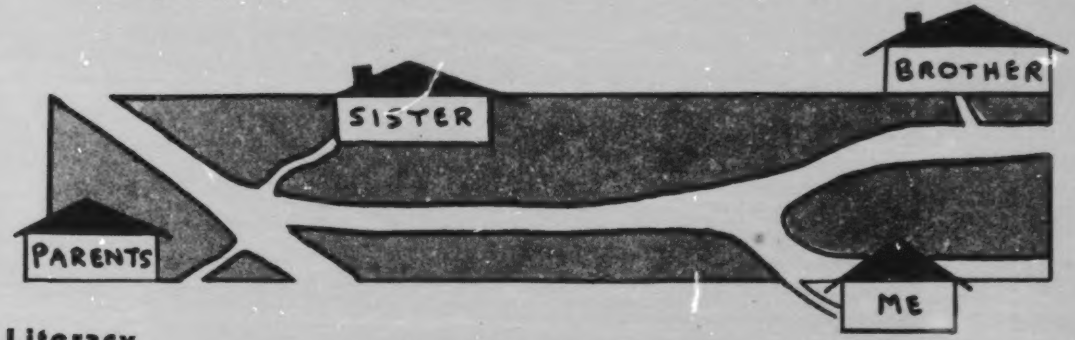
3 Family

Culture

The concept of a family in the U.S. is probably different from that of your students. American families often include just a wife and/or husband plus one, two or three children.

Americans can choose not to get married or to wait until they are older. Some American couples choose to have only a few children or none at all. Others choose to adopt children.

- Mainly because of divorce, there are many single parent families in the U.S. A few people choose to raise families without getting married.
- Grandparents sometimes live with families but often they live alone or in a home for older people.
- Children usually establish their own households after high school or getting a job. They do not usually live with their parents.



Literacy

	READING			WRITING
	Numbers/Time	Letters	Sight Words/Signs	
A	31 - 60	K - 0		16 - 30 K - 0
B			MARRIED SINGLE	(one's age)
Options			AGE	

Reading and Writing

	READING	WRITING
C		Birthplace, nationality and name (including maiden name, if appropriate) on a form.
D		Name, relationship and age of family members on a form. Own physical characteristics (including height, weight, color of eyes and hair) on a form.

Grammar

Indefinite/Articles

A/AN

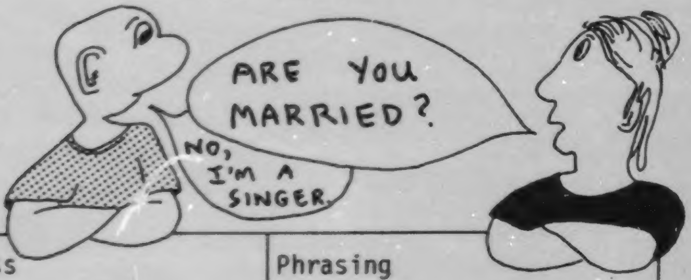
Demonstrative Pronouns

THIS/THAT

Am	I	a	man?
Are	you		woman?
	he		
Is	she		
	it	a	pencil?
	this		pen?
	that	an	eraser?

This That	is	(not)	___.

Pronunciation


ARE YOU MARRIED?
NO, I'M A SINGER.

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

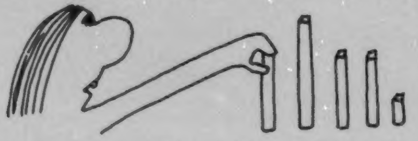
Day 1 ______

Day 2 ______

Day 3 ______

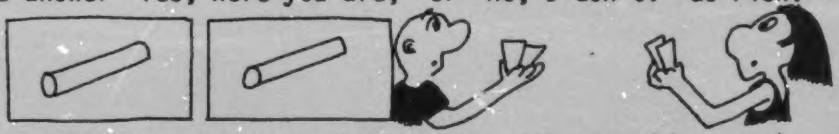
Notes

1. Photographs. Have students bring photographs of themselves and their families. Put them into a box. Have each student take out a photo and ask questions to identify the people and their relationships. The student answers questions about his/her family. Afterwards, put all the photographs in view of the students and ask questions about various people.
2. Family Tree. Have students use a tree diagram to draw their family structure. In pairs, students explain their family relationships to each other. As a follow-up, have a few students explain their trees to the rest of the class.

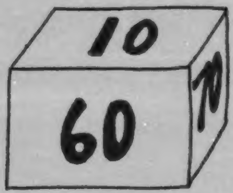


An option is to use Cuisenaire rods to represent males, females and the relationships.

3. Characters. Distribute photographs or drawings of people to the students. Have them create an identity for the person in the picture: name, age, nationality, family. Have each student present his "character" to the rest of the class. For advanced classes, have students role play encounters between characters.
4. Cultural Exploration. Put a tree diagram of a "typical American family" on the blackboard next to a student's family tree diagram. Ask the students to make observations about similarities or differences. Have them give possible reasons for differences.
5. Go Fish. Prepare sets of duplicate cards with pictures of classroom objects. In groups of 4, students ask each other for cards to make pairs. Ex: "Do you have chalk?" with the answer "Yes, here you are," or "No, I don't. Go Fish."



6. Literacy: Number Cube. Make a cube with six sides, each showing a number (10, 20, 30, 40, 50, 60). Students throw the cube, look at the number facing up and say it. Vary this by making it a contest between teams.



Planning

3 Family

Planning

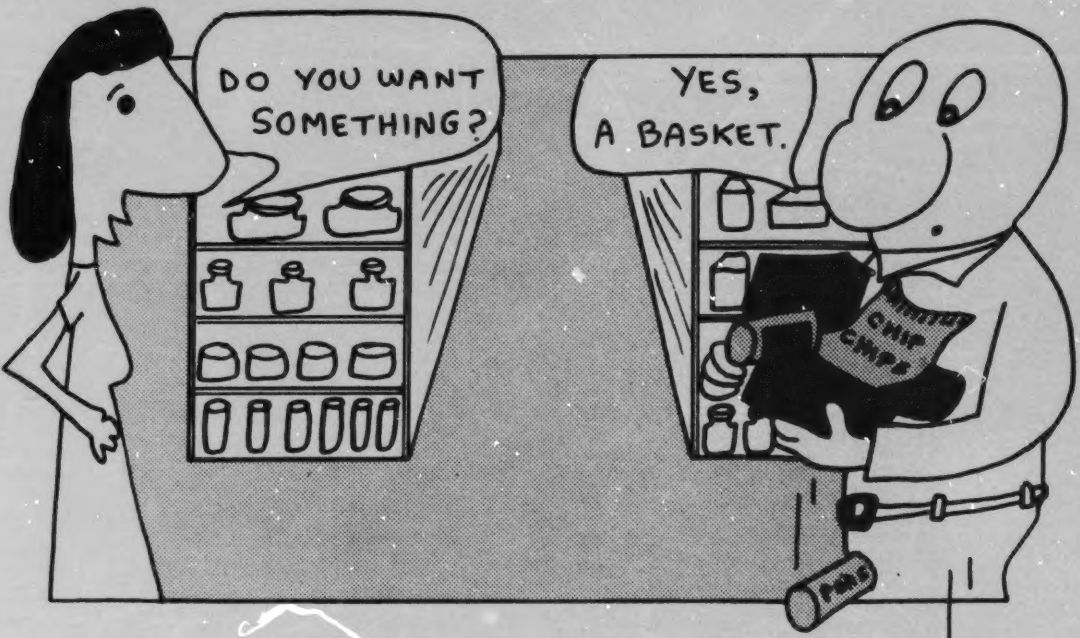
Your students will likely come from extended families. However, American families do not usually include a wife's sister's husband's niece or a mother-in-law's brother.

LET'S GET OUTTA HERE

Unit 4

Food/Clothes/Money

Being able to find and purchase familiar food and clothing helps a person feel more secure after arrival. This unit gives students the language necessary for communicating wants and needs, finding needed items and then making purchases.


DO YOU WANT SOMETHING?
YES, A BASKET.
CHIP CHIPS

Purposes

A
To describe food needs.
To describe food preferences.
To select and pay for food in a local setting.
To ask questions about location of food and clothing items.

B
To ask for quantities of food items.
To describe one's clothing preferences.

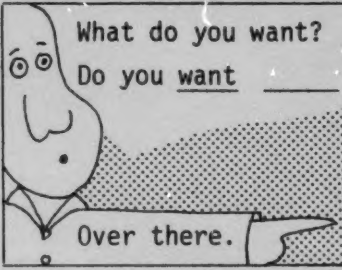
C/D
To state the cost of food items.
To state one's clothing needs.
To ask for change.
To request a particular color.

4 Food/Clothes/Money

Chunk 1 Describe food and clothing needs and preferences

Situation

In a department store or supermarket



What do you want?	I want rice.
Do you want ____ ?	Yes/No.
	I like ____. I don't like ____.
	Where is the rice? a shirt?
Over there.	Thank you.

A

Do you want ____ ?	Yes, thank you. No, thank you.
	Do you have (____)?
Yes, I do. No, I don't.	
	I want (to buy) a shirt. some rice.
How many do you want?	(____).
How much do you want?	I want ____ kilo(s).
What color do you want?	I want (a) black (shirt).

B

What do you want to buy?	I want to buy some vegetables.
Do you like ____?	(____).
Don't you like ____?	Yes, I do./No, I don't. I like ____. I don't like ____.

C

What would you like to buy?	I'd like ____.

D

Vocabulary

rice
oil
pork
beef
chicken
fish

shirt
skirt
dress

want
like

black
red
blue
green
white
brown
yellow
orange

vegetables
fruit
butter
noodles
coffee
juice

tea
milk
beer
wine
(other)

I
we

Chunk 2 Ask questions about food prices

Situation

In a department store or supermarket
Conversation between a customer and a clerk/stock person

How much is this?
(______) - local currency.

A

How much does ___ cost?
(It costs) ________.

B

Do you have change for a ____? - local currency.
(________).

C/D

Vocabulary

is this
is that
is rice

are these (b)
are those (b)

local currency
Baht
Peso
Rupiah
(other)

dollar (c/d)
quarter (c/d)
dime (c/d)

Chunk 3 State food needs and preferences

Situation

The offer of a dinner, light snack and/or drinks on a visit to someone's home.

Do you like ___?	Yes/No. I like ______. I don't like _____.	A
Do you want rice?	Yes. Thank you. No. Thank you. She doesn't.	B
Are you hungry?	(______). I'm ______. Yes/No.	
Don't you like _____?	I like _____. I don't like ______.	
Do you eat ____ in Cambodia?	(______).	C
Would you like some _____?	(_______).	
What would you like to eat?	I'd like _____, (please).	
What's your favorite food?	(_______).	D

Vocabulary

she
he
rice
beef
pork
chicken
fish

fish sauce
pepper sauce
peanuts
coke
cookies
ice cream
coconut
sugar
(d)

Cambodia
Laos
Vietnam
eat
drink
have
take

food
fruit
vegetable
do you
does he
does she
hungry
thirsty

Culture

Many foods found in Asia, Africa and Latin America can also be bought in the U.S. Usually, no seller attends the food except in very small markets or roadside fruit and vegetable stands.

Dress in America is generally informal. Clothing is made for comfort and practicality rather than high fashion. Uniforms are not required at most schools but are needed for some jobs. People buy new clothing in clothing and department stores. They also look for used clothing at rummage sales or second-hand stores.

- There is no bargaining in stores; prices are fixed. Sometimes, you can bargain at roadside stands.
- In stores, individuals stand in an orderly line and wait their turn to pay the cashier.

FISH SAUCE
YOU'VE BEEN A WAFER TOO LONG

Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
61 - 100 **A**	P - T		31 - 60 P - T
B		Review NAME MARRIED SINGLE	
(prices) e.g. 30 ¢ **Options**			

4 Food/Clothes/Money

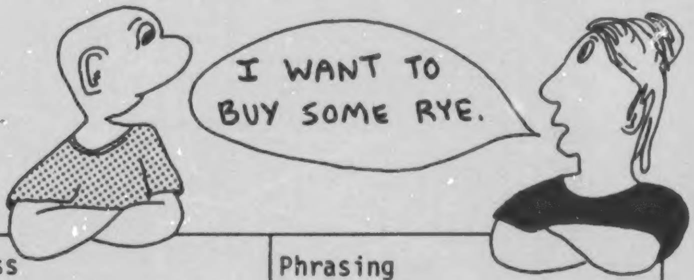
Reading and Writing

READING	WRITING
Names of food on cans, bags and containers.	C/D

Grammar

Possessive Adjectives	My					my	pen.
MY/YOUR/HIS/HER	Your	name is	___.	This	is	your	pencil.
	His			That		his	book.
	Her					her	

Pronunciation


I WANT TO BUY SOME RYE.

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

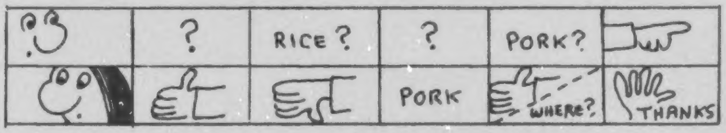
Day 1

Day 2

Day 3

Notes

1. Dialogue Grid. Put pictures of the lines of the dialogue on index cards. Tape the index cards to a piece of poster board. Students can refer to the cards as they practice the dialogue. As a follow-up, remove certain cards and have the students work in pairs to prepare dialogues with new lines for the empty spaces.

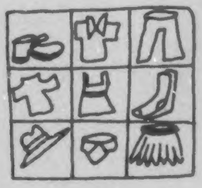


2. Card Matching. Make a set of matching pictures on index cards (e.g. 2 blue shirts, 2 brown skirts or 2 pieces of chicken, 2 bowls of rice). Give one card to each student, telling them not to show the card to the others. Students try to find the match by asking, "Do you have ______?" and answering "Yes, I do" and "No, I don't." For more advanced classes, add prices to the cards.

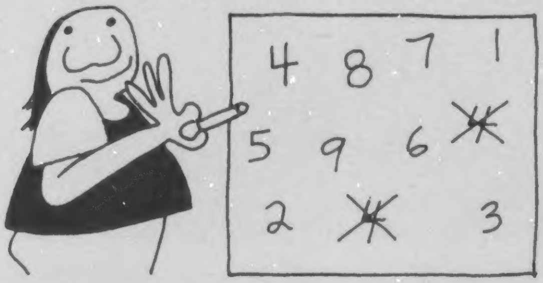
3. Bingo. Make Bingo cards with letters and pictures of food or clothing. Call out combinations of letters and items. Students put pieces of paper on the appropriate squares. The student who gets an unbroken line of squares says "Bingo" and wins the game.

4. Cultural Exploration. Have students describe a typical meal in their countries. Describe a "typical American meal" (e.g. breakfast) and ask students to make comparisons.

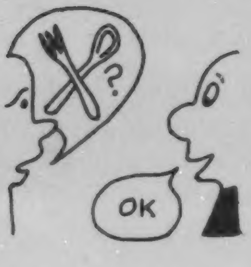
5. Tic Tac Toe. In pairs, students play Tic Tac Toe. Each pair of students has a card with pictures of food or clothing. Students also have 5 markers. To put a marker down, students must identify each item orally.



6. Literacy: Cross Out. Write down a set of numbers or letters on the blackboard. Tell students to cross out all the fours (for example). One option is to give out individual student worksheets.



Planning



Invitations--to go shopping or have dinner--are a good way to establish friendships.

Unit 5

Medical (1)

It can be frustrating to be ill and not be able to communicate the problem to a doctor. Just knowing the names of a few parts of the body and a few ailments can give a person some feeling of confidence during an illness. In this unit, students learn the basic language for communicating a health problem before and during a medical examination.

DR. DUD
PLEASE COME SIT DOWN.
RM 3

Purposes

A

To describe one's physical symptoms.
To respond to questions about symptoms.
To respond to questions about the location of illness or injury.
To narrate medical problems.
To state medical problems of self and others
To respond to examination instructions.

B

To ask questions of an examiner about physical condition of oneself and family members.
To check in for an appointment.

C

To describe one's feelings.
To follow a doctor's oral instructions about treatment.
To describe medical treatment.

D

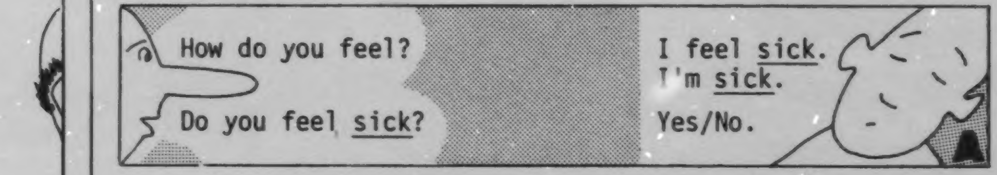
To name the appropriate specialist to visit.

5 Medical (1)

Chunk 1 Answer questions and describe one's condition

Situation

In the examination room



How do you feel?

Do you feel sick?

I feel sick.
I'm sick.

Yes/No.

A

Do you feel sick?

Yes, I feel sick.
No, I don't feel ____. **B**

How do you feel?

I feel sick.
I have a lot of problems.

How long have you been sick?

I've been sick for __ hours. **C/D**

Vocabulary

sick
cold
tired
hot
dizzy (b)
weak
nauseous (c/d)
homesick

worried
nervous
upset
confused
depressed
calm
relaxed
unhappy
mad
angry
(c/d)

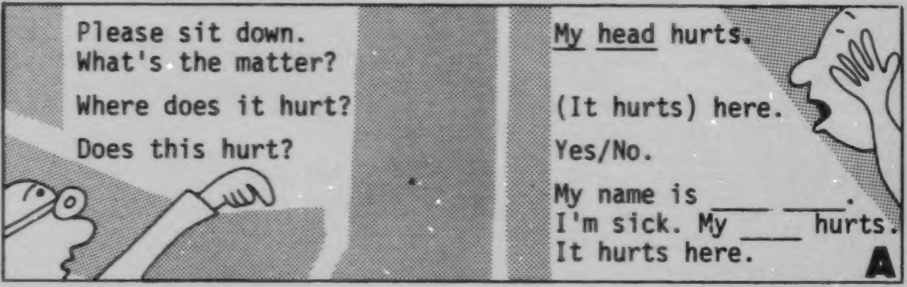
lot of problems
problem with ____

hours
days
weeks
months

Chunk 2 Answer questions and describe one's problem and the location of the problem

Situation

In an examination room



Please sit down. What's the matter?	My head hurts.	
Where does it hurt?	(It hurts) here.	
Does this hurt?	Yes/No.	
	My name is ____ ____. I'm sick. My ____ hurts. It hurts here.	**A**
What's wrong?	I have diarrhea.	
You have diarrhea. She/He has	What's wrong with me?	**B**
What's wrong?	My head hurts.	
What happened?	I cut my ________.	
What's wrong?	I have diarrhea. I had an accident.	**C**
When did it happen?	On ________ . (day) At ________ . (time) Today.	**D**

Vocabulary

me
my baby
my son
my daughter
my wife
my husband
him
her

diarrhea
a cold
a fever

a cough
a sore throat
a nose bleed (c/d)

wrong
the matter

head
eye (s)
ear (s)
stomach
back
chest
leg(s)
arm(s)
hand(s)

foot
throat
nose
toe (c/d)
finger
knee

cut
broke
burned
hurt

My
Her
His

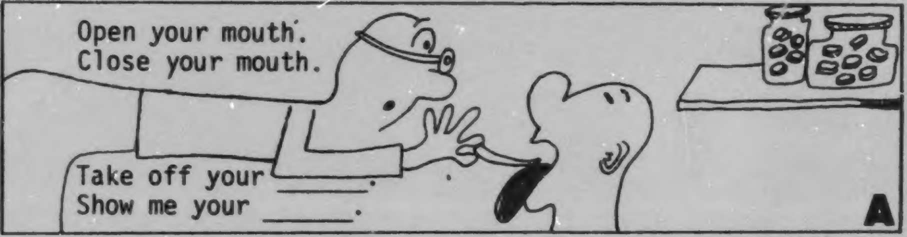
Today
Yesterday

5 Medical (1)

Chunk 3 Respond to a doctor's instructions

Situation

In an examination room



Open your mouth.
Close your mouth.

Take off your ______.
Show me your ______.

A

I'll give you a shot.
Lie down.
Breathe in (out).

Say "ah."

B

Stand on the scale.

Eat good food.
Stay in bed.
Sleep a lot.
Drink a lot of water.
Take this medicine.
Don't smoke.
drink.
work.
worry.
stay up late.
go to bed late.

Hold your breath.

C

We need a blood sample.
I'll give you a shot.

(______).

D

Vocabulary

a shot
a prescription
some medicine

blood
urine
stool

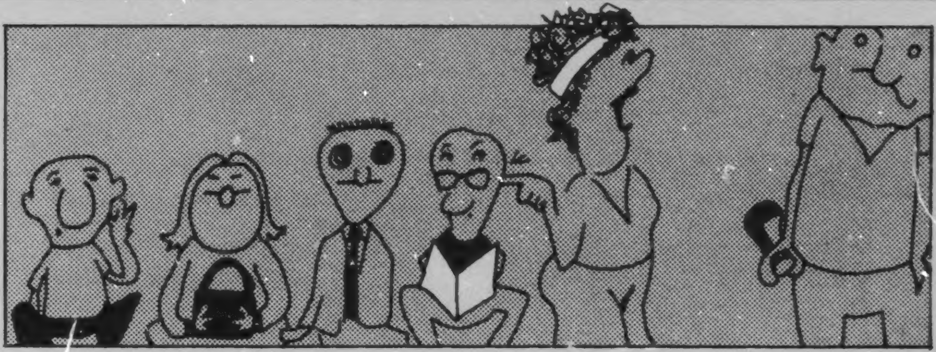
Lie
Sit

a prescription for some tranquilizers
a prescription for some ______.
a pain killer
some tranquilizers
(c/d)

Chunk 4 Answer questions and describe one's treatment

Situation

In the waiting room of a clinic or doctor's office
On the street with a friend
In someone's home



Did you see a doctor? (_______).

What did he say? (_______).

Did he give you any medicine? (_______).

Did you take any medicine? (_______).
get a _____ ?

C

Did you see a specialist?

Yes, I saw a_____.

D

Vocabulary

any medicine	he	a
a shot	she	the
a prescription	the doctor	your

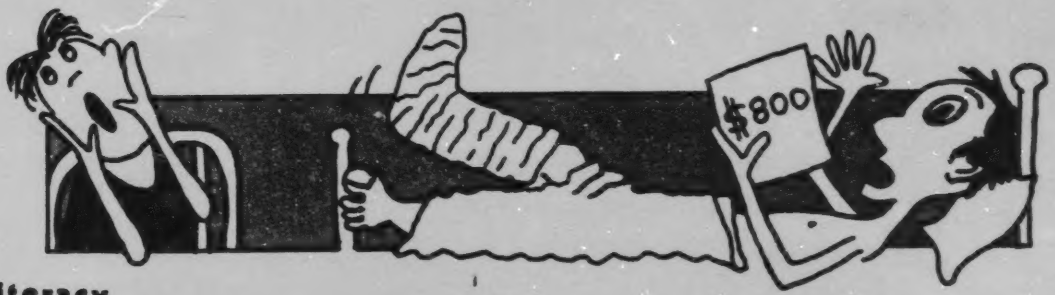
5 Medical (1)

Culture

In a clinic or a doctor's office, a patient needs to inform the receptionist of his/her arrival and then wait in a waiting room to be called by the doctor. New patients need to fill out a medical history form. Usually, a nurse will take a patient's weight, height, blood pressure and temperature before the patient sees the doctor.

In an emergency room in a hospital, patients get emergency care for serious burns or cuts, broken bones, poison, births, heart attacks, miscarriage or accidents. It is important to remember to bring identification and insurance documents to fill out forms.

- At a clinic, you may not see the same doctor each visit.
- A woman doctor may examine a man and vice versa.
- Eighty percent of all illnesses can be treated at home.
- Care in a doctor's office, clinic or hospital can be very expensive.



Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
A	U - Z		61 - 100 U - Z
B		DOCTOR CLINIC HOSPITAL EMERGENCY	
Options			

Reading and Writing

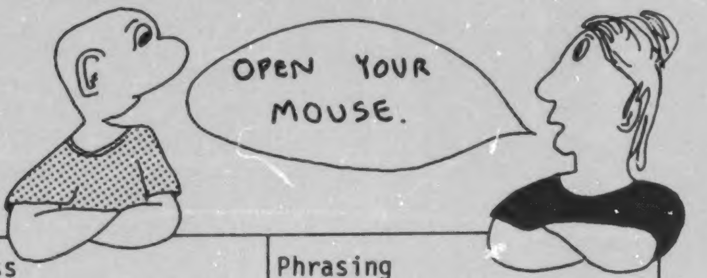
READING	WRITING
Sight words related to health.	C
Names of medical specialists.	D

Grammar

Statements
Affirmative/Negative
TO HAVE

I	have	a pen.	I	don't	have____.
You		a pencil.	You		
He	has	an eraser.	He	doesn't	
She		a book.	She		

Pronunciation


OPEN YOUR MOUSE.

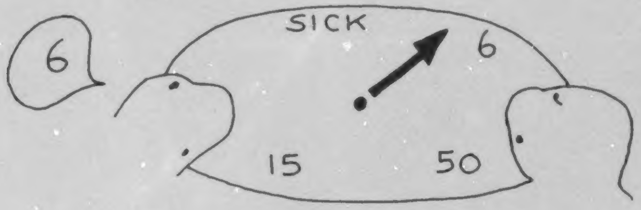
Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1
Day 2
Day 3

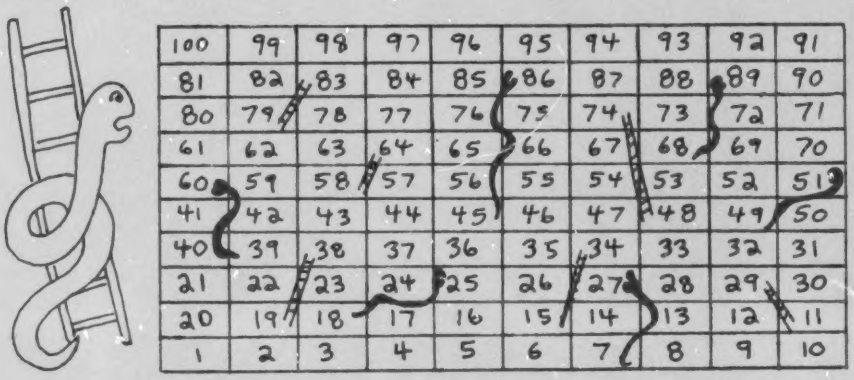
5 Medical (1)

Notes

1. Simon Says. One person plays the role of "doctor" and gives directives to the students, who stand in a semi-circle. Ex. "Open your mouth." Students perform the action only if the "doctor" says "Simon Says, open your mouth." Those who miss get a mark against their name. The student with the fewest marks wins.
2. Picture Cube. Make a cube with six sides, each showing a picture of a symptom or illness. Students throw the cube, look at the picture facing up and give the appropriate response (e.g. "I feel _____."). Vary this by making it a contest between teams.
3. Twenty Questions. Put pictures or names of illnesses or symptoms on index cards. A student takes a card and then responds to questions from the others who ask questions to identify the illness. They can only ask questions that require "Yes" or "No" as an answer.
4. Spinner. Make a Spinner board and cards. Students spin, and the arrow points to the response that should be given.



5. Literacy: Snakes and Ladders. Divide students into groups of four. Give each group a snakes and ladders board, a pair of dice and tokens for each player. Players throw the dice in turn and move along the lines saying each number aloud. When landing in a square with a ladder, the student goes up it. When landing in a square with a snake's head, the student goes back to square 1. The winner reaches 100 first.



100	99	98	97	96	95	94	93	92	91
81	82	83	84	85	86	87	88	89	90
80	79	78	77	76	75	74	73	72	71
61	62	63	64	65	66	67	68	69	70
60	59	58	57	56	55	54	53	52	51
41	42	43	44	45	46	47	48	49	50
40	39	38	37	36	35	34	33	32	31
21	22	23	24	25	26	27	28	29	30
20	19	18	17	16	15	14	13	12	11
1	2	3	4	5	6	7	8	9	10

Planning

Planning

Help your students understand how to use medical services but stress that many illnesses can be treated at home.

Unit 6

Housing (1)

In this unit, students learn the language to describe their housing situation and give information about themselves.

YEAH, BUT IT'S UPSTAIRS
DO YOU HAVE A BED?
WHAT DO YOU USE IT FOR?

Purposes

A
To describe one's house and the function of rooms.
To give one's address.
To identify the houses of classmates.

B
To act appropriately as a guest or host.
To identify the personal belongings of classmates.
To narrate personal information.

C/D
To describe one's housing situation.
To describe the location of one's house.
To describe furniture.
To find out the use of household articles and appliances.
To describe household activities.

6 Housing (1)

Chunk 1 Answer questions and describe one's address and housing situation

Situation On the street
In the home

How many rooms do you have? does	This is my house. I have ___ room (s).
Is this your house?	Yes, it is.
What's your address?	(My address is) ______.
	A

Where do you live? does	I live (s) in ____.
Whose pen (s) is this?	It's my _____.
Whose house is this?	It's my house. My name is ___ , I'm from __. This is my house, I live here. Please come in (and sit down).
Thank you.	
	B

What's your address?	(______).
Do you have a house or an apartment?	(______).
Who do you live with? (Who lives with you?)	(______).
Do you live with your mother?	(______).
How many bedrooms do you have?	(______).
How many people do you live with?	(______).
	C/D

Vocabulary

my/your
his
her
John's

pen
shirt

you/I
she
he

house
apartment

is this
are these

have
has

It's
They're

bedrooms
bathrooms

mother
father
brother
sister
wife
husband
child(ren)

Chunk 2 Answer questions about rooms, furniture, appliances, activities and food

Situation

In the home

Where do you sleep?	I sleep(s) here.	A
Do you sleep there?	Yes, I ____ there. No, I ____ there.	B
Do you have a chair?	(_____).	
What do you use the ____ for?	(_____).	
Where do you sleep?	(_____).	
What do you do in the _____?	(_____).	C
Where is ______?	It's there.	
Where is the elevator?	(_____).	
Do you have electricity?	(_____).	
What kind of chicken do you like?	Boiled.	D

Vocabulary

chair
bed
table

bedroom
bathroom
kitchen
living room
refrigerator
stove
(b)

washing machine
dryer
dishwasher
mop
broom
couch
(c/d)

toilet
bathtub
shower
sink
lamp
iron
vacuum cleaner
(c/d)

there
here
over there

inside
outside
(c)

upstairs
downstairs
(d)

sleep
eat
cook
take a bath

take a shower
go to the toilet
study
talk with your friends
listen to music
watch TV
keep your food
keep your clothes
put on your clothes
take off your clothes
(c/d)

chicken
fish
pork
beef

boiled
fried
steamed
baked
broiled
barbecued

You/I
he
she

do
does

electricity
running water
an oven

It's
He's
She's

6 Housing (1)

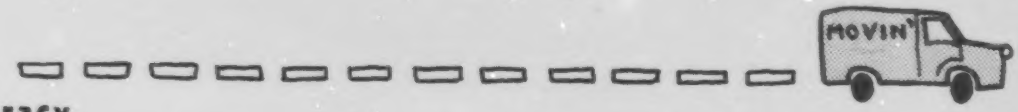
Culture

Americans tend to move from one place to another. They may move because of jobs, because of families and friends or simply because they "need a change " It is not uncommon to see families scattered from Maine to California with parents, grandparents and children all living in different parts of the country.

When they arrive, most refugees will probably live in apartments. Apartments vary in size from one room (a studio) to several rooms. They can be in large apartment buildings, small buildings or in part of a house. Rent depends on the size and location of an apartment California, Washington, D.C. and New York are areas where rent can be expensive.

Refugees in America also move a lot--many times in search of apartments with lower rents or larger apartments to house their extended families.

- Housing is rented based on the number of people in the family unit. A family of 6 needs a 3-bedroom place.
- Large apartment buildings usually have an elevator. There are sometimes washing machines and dryers in the basement.



Literacy

	READING			WRITING
	Numbers/Time	Letters	Sight Words/Signs	
A	(identify written numbers orally)		(one's name)	(one's name)
B			ADDRESS Review NAME MARRIED SINGLE	
Options	(one's house number, barrack number or quad number) e.g. 2J24			

Reading and Writing

READING	WRITING
Common U.S. addresses.	**C/D**

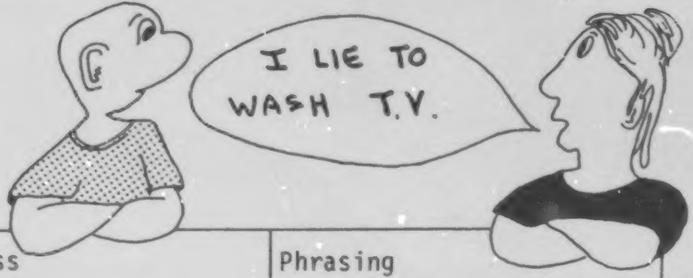
Grammar

Yes-No Questions

TO HAVE

Do	I you	have	a pen? a pencil? an eraser?
Does	he she		

Pronunciation


I LIE TO WASH T.V.

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1

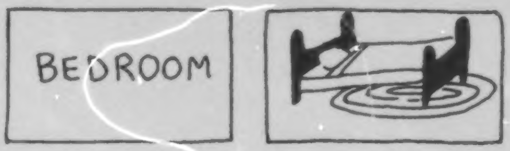
Day 2

Day 3

6 Housing (1)

Notes

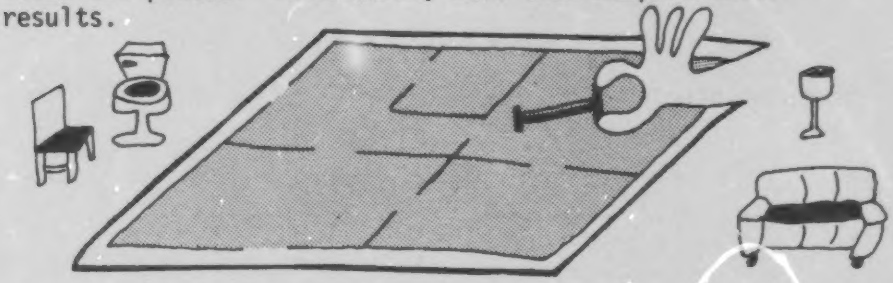
1. Snap. Use index cards to make a set of 60 cards. 30 cards have the names (or pictures) of the rooms in a house. The other 30 have names (or pictures) of furniture. Deal equal numbers of cards to each player. One by one players put down a card facing up in a single pile. When the student sees a card that matches one in his/her hand he/she puts it down and calls "SNAP" before anyone else claims it. The winner is the one who makes the most matches.



2. Floor Plan. Use Cuisenaire rods to lay out the floor plan of a "typical" house in the U.S. Point out the rooms and their functions. Use other rods to represent pieces of furniture. Have the students place them in the proper rooms.

3. Cultural Exploration. Have students use rods to make floor plans of their houses in their countries. Ask them to make comparisons between their houses and the "typical" house in the U.S. Have them explain differences.

4. Toy Furniture. Divide students into groups. Give each group a paper with a floor plan of a house. Distribute sets of toy furniture. Ask students to place the furniture in the rooms indicated on the floor plan and to describe where the items are placed. Afterwards, have them compare their results.



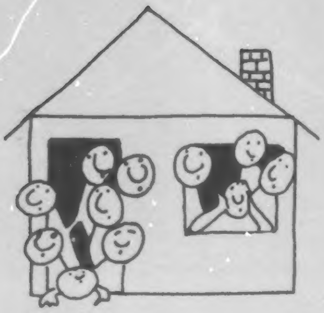
5. Literacy: Missing Letters. Write a word the class knows on the blackboard. Write the word several more times erasing different letters. Students then write in the missing letters. Vary this by making it a contest between teams. Another option is to prepare individual student worksheets.

NAME
NA_E
N_ME
_AM_

Planning

Planning

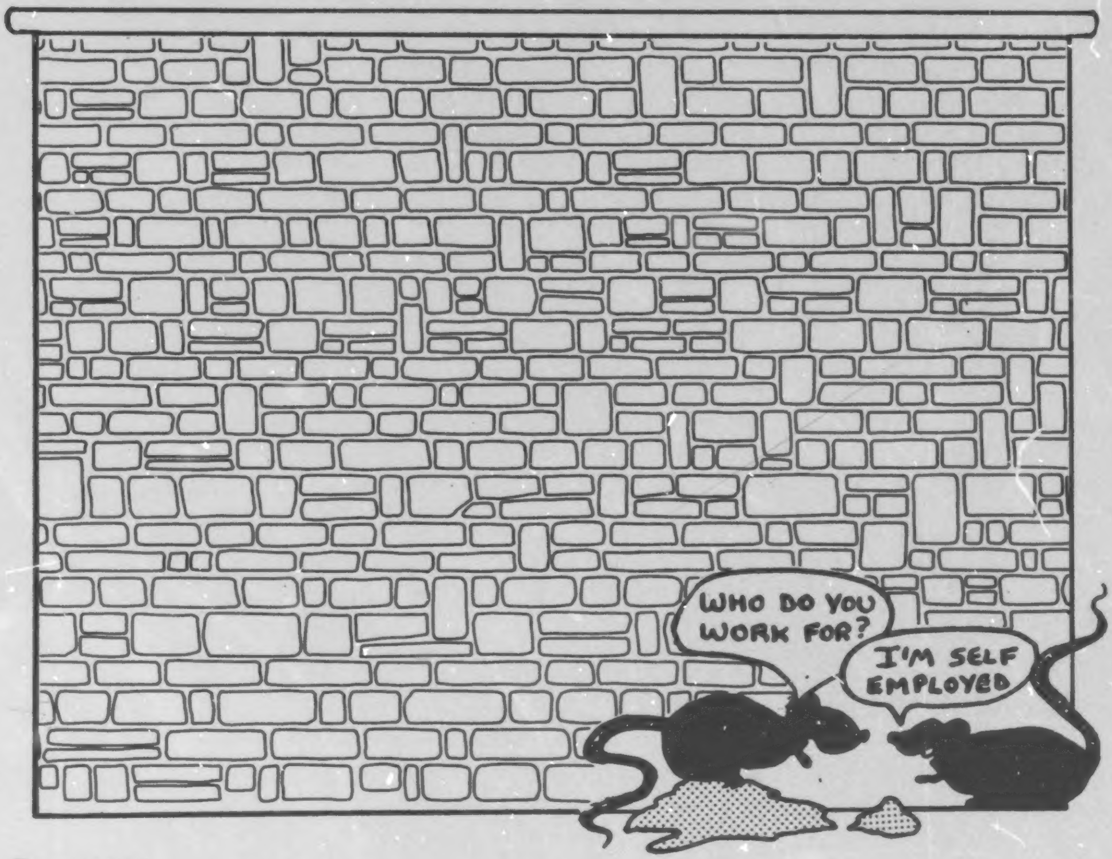
Stress the point that zoning laws do not allow an unlimited number of tenants in an apartment.



Unit 7

Employment (1)

At some point after arrival, a person will likely have job interviews of some sort and will need to provide information about past jobs. In this unit, students learn how to describe their jobs and also identify their skills for others.


WHO DO YOU WORK FOR?
I'M SELF EMPLOYED

Purposes

A

To describe one's past and present occupations.
To describe one's work skills.
To narrate one's name, address and country of origin.

B/C

To describe the past occupations of one's family members.
To indicate the length of time one worked.
To indicate means used getting to work.

D

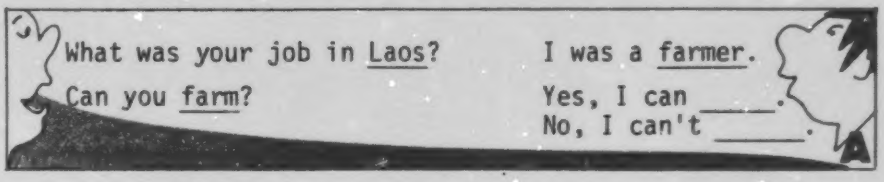
To indicate own general strengths related to work.
To indicate one's salary.

7 Employment (1)

Chunk1 Describe one's past and present jobs and skills

Situation

A formal interview



What was your job in Laos? Can you farm?	I was a farmer. Yes, I can ____. No, I can't ______.	A
What can you do?	I can farm.	B
How long were you a farmer?	______ years. From 19__ to 19__.	C/D

Vocabulary

farm
cook
sew
wash (clothes)
build (a house)

You/I
he
she

farmer
housewife
soldier
seamstress
(dressmaker)
carpenter

were
was

Laos
Cambodia
Vietnam
(other)

Chunk2 Answer questions about past and present jobs

Situation

An interview situation sitting in an office

What is your job now?	I'm a student.
What do you do now? does he/she	I'm a ______. He's/She's a ______.

A

Are you a ______ now? Is he/she	Yes, I am a ______. he/she is No, I am a ______. he/she is
What did you do in Laos?	I was a farmer. He/She
What did your wife do in Laos?	My ____ was a ______. His/Her

B

Do you have a job? (in Laos)?	(______).
Do you work?	(______).
Does your wife work?	(______).
Do you work hard?	(______).
What do you do?	I am a ______. was I sell ____ in a shop. sold

C/D

Vocabulary

farmer
dressmaker
gardener
barber
tailor
soldier
cook
student

teacher
doctor (c/d)
nurse

mechanic
repairwoman
repairman
baker (c/d)
homemaker
government worker
government employee
policeman
policewoman
driver

shop
market
office
school
hospital
garage
restaurant
hotel
store

sell/sold
study/studied
teach/taught
farm/farmed

wife
husband
mother
father

Laos
(other)

Laos
Cambodia
Vietnam
(other)

do
did

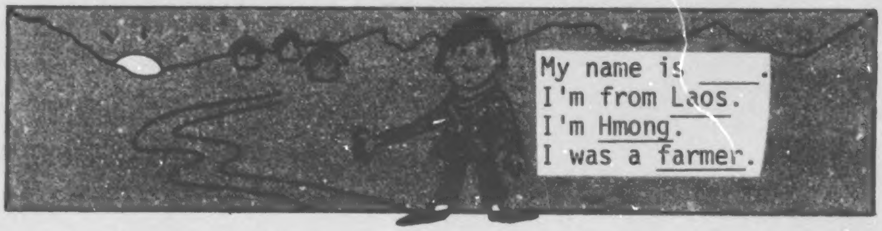
your
his
her

7 Employment (1)

Chunk 3 Describe one's past and present jobs

Situation

A formal interview


My name is ____.
I'm from Laos.
I'm Hmong.
I was a farmer.

Where do you work?	(_____). On a farm.
What time do you work?	8 to 5. 8 AM to 5 PM.
Who do you work for?	(_____).
How do you go to work?	By car. On foot. I walk(ed).
Do you like your job?	(_____).
Why?/Why not?	(Because) _____.

C

How many hours a day do you work?	(_____).
What days do you work?	Monday to Friday. Everyday except _____. Everyday.
How long have you worked there? did you work	Since January. For _____ years.

D

Vocabulary

car
bicycle
bus
motorcycle
cart

on a farm.
in an office.
at home.
in a school.
in a hotel.

in a restaurant
in a store
in a shop
in a hospital

day
week

time
hours

Laos
(other)

Hmong
(other)

years
months

do
did

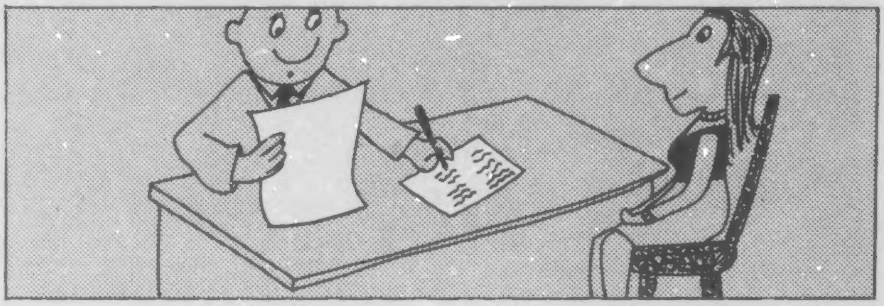
farmer
(other)

January
(other)

Chunk 4 Indicate one's salary

Situation

An interview situation sitting in an office



How much (money) do you make? $_____ an hour.

C

How often do you get paid? Once a month.

How much do you get an hour? $_______.

What's your salary? $_______.
What was

D

Vocabulary

once a month
once a week
every week
twice a month
every 2 weeks
monthly
weekly

an hour
a day
a week
a month
a year

do
did

7 Employment (1)

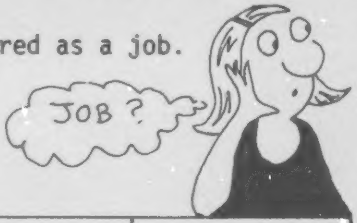
Culture

A person's education and job experience are important and provide valuable information to an employer. Americans believe strongly in hard work and study. They respect people who have an education or who have worked seriously at a job.

A person may have skills that are job-related, even though he/she has never had a job. A refugee needs to speak with confidence of these skills. Housekeeping, cooking, childcare, sewing, jewelry making and painting are examples.

Volunteer work is a way to gain job experience. Americans value volunteer work. Volunteer work provides experience, contacts and friends. It can also demonstrate to an employer a good attitude toward work.

- Refugees may need help in identifying their skills.
- A resume or record of past education and employment will prove helpful when applying for a job.
- Service in the army can also be considered as a job.



Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
(time) e.g. 9:00 10:00 **A**			
B			(one's name) (one's address) (one's country of origin)
Options		FROM 19__ TO 19__ (occupations) e.g. WAITER Review COUNTRY ¢ $	

Reading and Writing

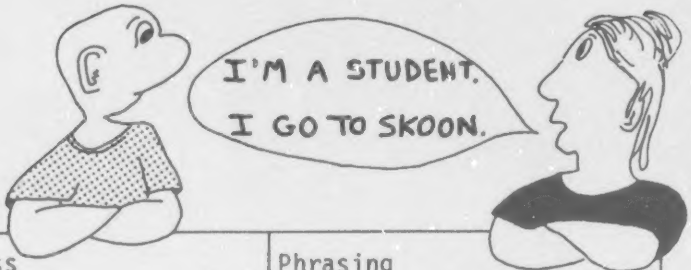
READING	WRITING
	Fill out a simple form. **C/D**

Grammar

Question Word
HOW MANY
Plurals
-S

How many	pens pencils books erasers	do you have?

Pronunciation


I'M A STUDENT.
I GO TO SKOON.

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

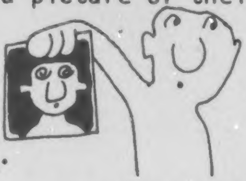
Day 1
Day 2
Day 3

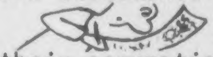
7 Employment (1)

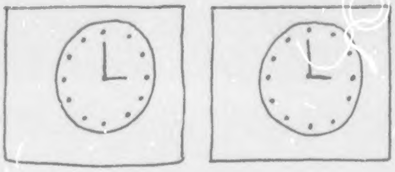
Notes

1. Picture Narrative. Prepare a brief descriptive paragraph to accompany a picture of a person. Hold the picture up and read the narrative a few times to the students. Ask them questions. Have them recite the narrative. As a follow-up, have them write a narrative to accompany a picture of theirs following a model, e.g.,

   This is Lin.
   He's in Chicago now.
   He's a typist.
   In Laos, he was a teacher.



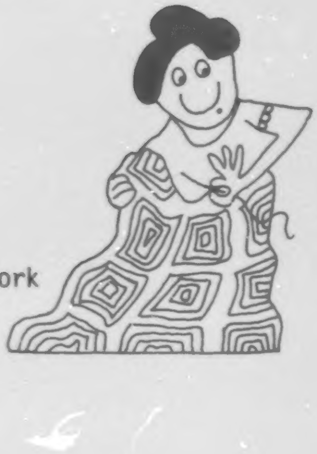
2. Matching. Prepare a worksheet with pictures or frames of common occupations and work sites (e.g. farmer and farm, teacher and school). Students draw lines connecting each job with the appropriate places. As a follow-up, have students make statements about their choices.
3. Depiction.  Students draw a picture of themselves at their occupation in their country. They also draw a picture of their present occupation (student) and the job they want in the U.S. Students exchange drawings and interpret the other's drawing for the class. Ex: "He was a farmer. He is a student now. He wants to be a typist."
4. Charades. Put the names (or pictures) of several common jobs on index cards. Students form teams. Taking turns, a person from each team takes a card and mimes the occupation to get team members to guess it. Put a brief time limit on this activity (2 minutes). As a follow-up for advanced classes, ask them to describe the sequence of guesses.
5. Answer Cards. Put answers (pictures or statements) on index cards. When a student takes a card, he/she reads the answer and then gives the question that elicits that answer. Vary this by making it a contest between two teams. The team representative who asks the question correctly gets a point.
6. Cultural Exploration. Bring a guest to the classroom to be a case worker in a state employment office. Practice interview techniques. Ask students how they get jobs in their country.
7. Literacy: Time Concentration. Make 2 sets of cards that match clock faces and play the game.



Planning

7 Employment (1)

Planning



Your students may make little distinction between work and other parts of their lives. Help them identify and define their work skills.

Unit 8

Directions

Being lost in a new community with only limited language skills can be disturbing. This unit gives students the language necessary to ask for and understand directions and give personal information to those who aid them.

I SAID,
"GO STRAIGHT"

Purposes

A
To ask for and give locations of the local community services.
To ask for, understand and follow directions to a place.

B
To state address of oneself and one's classmates.
To respond to questions about locations.
To narrate information about one's destination.

C
To ask for and give directions to stores.
To answer questions about one's own route.
To ask for and use information to locate unfamiliar medical facilities.

D
To clarify by repeating and rephrasing explanations and instructions.
To ask for clarification by giving alternatives.

8 Directions

Chunk 1 Ask for and give locations of buildings

Situation

On the street

Where's the hospital? your house?	Next to the bank. Next to ____.
What's the address?	The address is ______.
Is the hospital next to the bank?	Yes, it is. No, The hospital is next to the ______.
Is the hospital far? near?	Yes, it is. No, its _____.
Where's ______'s house?	It's next to ___'s house. I live in _______. My house is near the ___. My address is _______.

B

Where's the _____?	Two blocks ahead.
Is it far? near?	(_______).

C

Where's the ___?	Just past the intersection. (_______).

D

Vocabulary

hospital/bank
market
school
post office

supermarket
drug store
clinic
gas station (c/d)
police station
electric company
telephone company
department store

the
your/my
his
her
John's

next to
behind
in front of
(across from)

near
beside (b)

opposite (c)

across the street from ___
on the other side of the street from ___ (d)
to the left of ____
to the right of _____

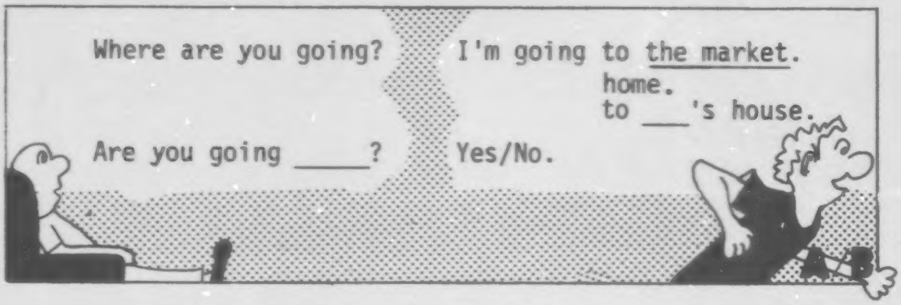
intersection
corner
(other)

ahead
back

Chunk 2 Answer questions and state one's destination

Situation

A conversation between people who know each other somewhat:
on the telephone
on the street
in a building


Where are you going?
I'm going to the market.
home.
to ___'s house.
Are you going _____?
Yes/No.

Are you going to the market? (______).
Where are you going?

Who are you going with? (______).
What time are you going?
What are you doing?

How are you going
(to work)? I'm going to walk.

C/D

Vocabulary

the market
my house
school
the post office
my home
the hospital

the drugstore
the department store (c)
the gas station
the police station
the supermarket
the ______

the telephone company (d)
the electric company

work
school

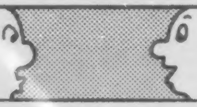
walk
drive
take the bus

8 Directions

Chunk 3 Ask for and give directions

Situation

On the street
In a building
On the telephone (some of the exchanges)



Go straight.

How do I go to the market?

A

Excuse me. How do I get to the market?

Go straight.

Can you help me?
I'm looking for the market.

(_______).

Do you know where the __ is?

Yes, it's on the corner.
No, I don't know (where it is).

B

Can you tell me how to get to the market?

Walk 2 blocks.

Which way is the ___?

(_______).

Can you give me direction to the ____?

(_______).

What direction is the ___?

C

Left or right?

D

Vocabulary

market
bank
school
post office
hospital

supermarket
drugstore
department store
gas station (c)
police station
________ Clinic

electric company (d)
telephone company

go straight
turn left
turn right
go two blocks

go to the corner
and turn right (b)
left

on the corner
on the left/right

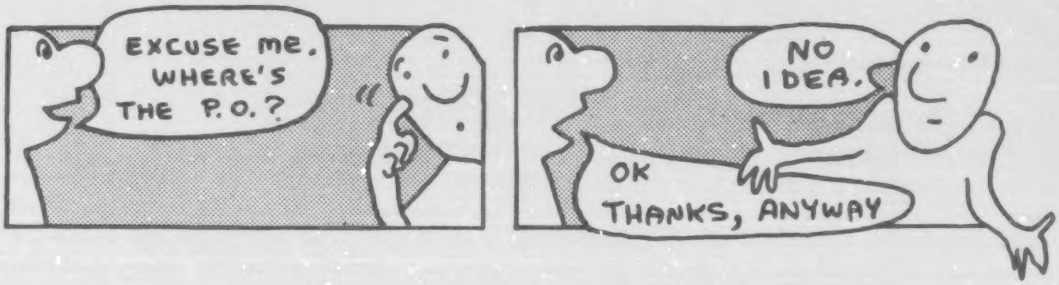
on the left side of the street
right (c/d)
between ___ and ___
near the ____
at the next intersection
stoplight

walk 2 blocks
walk __ blocks
turn right at__
turn left at__.
turn at __ St.

Culture

If you cannot find your way around, it is common in America to stop a stranger on the street to ask for directions. Americans do not usually go with strangers to their destination, although this does happen.

Politeness helps when asking strangers for directions. "Excuse me," or "Please, excuse me. Can I ask you a question?" are useful expressions. Thanking the person for the information afterwards is a polite thing to do. When the person does not provide information, it is still customary to offer thanks.


EXCUSE ME. WHERE'S THE P.O.?
NO IDEA.
OK THANKS, ANYWAY

Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
A		POST OFFICE HOSPITAL (city) PANAT NIKOM (country) THAILAND	
B		SCHOOL MARKET	
Review (time) e.g. 9:00 1:00 9:30 4:45 1:15 **Options**		BANK Review (one's address) e.g. 2J24 Panat Nikom Thailand	Review (one's address)

8 Directions

Reading and Writing

READING	WRITING
Follow a simple map.	**C/D**

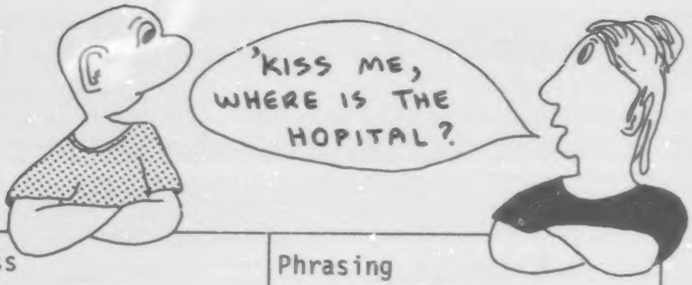
Grammar

Question Words

HOW/WHO/WHAT/WHERE

How	are you?
Who	is he?
What	is it?
Where	is the hospital?

Pronunciation


'KISS ME, WHERE IS THE HOPITAL?

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1

Day 2

Day 3

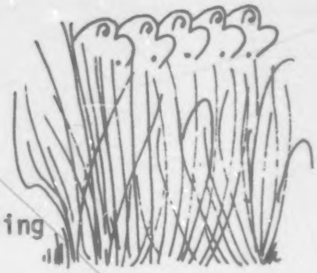
Notes

1. Action Sequence. Have students direct each other to build small constructions with Cuisenaire rods. Ex. "Put the red rod on the blue rod." As a follow-up, students describe the completed structure. For advanced classes, have students sit back-to-back. One student builds a structure and directs the partner to build the same.
2. Floor Map. Use chalk to mark off the classroom floor into streets. Add names of streets and buildings. On cards or orally, give the students a series of directions to follow. Ex: "Pick up a money order at the bank on Apple Road. Then go to the post office on 3rd Street. Sit down at Kay's Restaurant on Coffee Avenue." An option is to move benches or desks to mark streets.
3. Map Dyad. In pairs, students work to complete information that is missing on each of their maps. The maps are of the same area except each has names of places and streets that do not appear on the other. Students ask each other questions to get the information, e.g. "Where's the ______?" Put the students back-to-back, so one can't see the other's map.
4. Destination Chart. Make a chart showing various destinations and people. Have students ask and answer questions based on the information in the chart. For advanced classes, add more information to elicit other types of questions.

NAME	DAY	PLACE	GOING WITH
Boeun	Tuesday	Market	[illegible]
Tan	Friday	School	[illegible]
Bounsy	Monday	Post Office	[illegible]
Somkhit	Thursday	Hospital	[illegible]

5. Cultural Exploration. Have students draw a map of a town or village in their country. Put this next to a "typical" town in the U.S. Have the students make comparisons and draw conclusions about differences.
6. Language Exploration. For advanced classes, elicit various expressions and actions for stopping someone on the street to ask for directions. Discuss differences and appropriate usage. Ask the students to consider non-verbal language also.
7. Maze Pairs. Have students sit back-to-back. Each student has the same maze drawn on a piece of paper. With a pencil, one student in each pair draws lines to show how to get out of the maze. The students then gives oral directions to their partners helping them to get out in the same way. Mazes are compared at the end of the exercise.

Planning

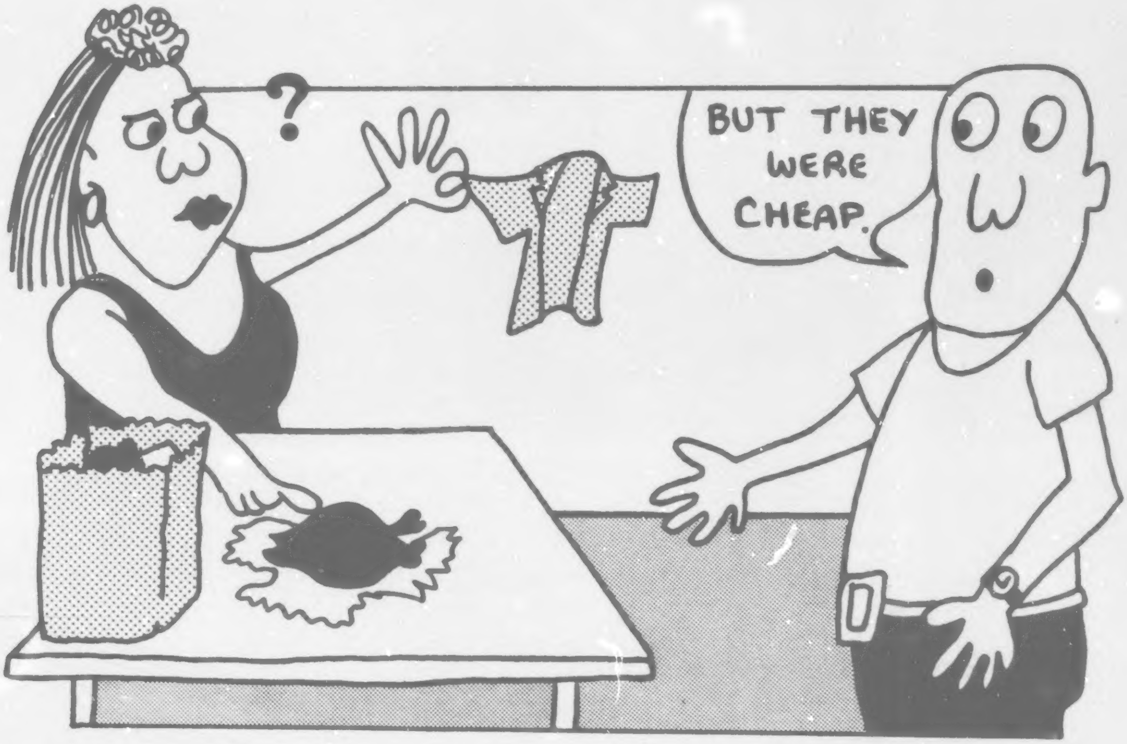


Take your students on a field trip to practice giving and receiving directions.

Unit 9

Shopping (1)

After arrival, a person is not going to be able to call up a friend or sponsor every time shopping must be done. This unit gives students the language necessary to use a supermarket, shopping center and department store to secure their needs.



Purposes

A
To describe one's shopping needs.
To ask for information about the location of shopping areas.

B
To ask for directions to locate shopping areas.
To describe one's errands.
To describe daily schedules.
To describe one's shopping preferences and desires.

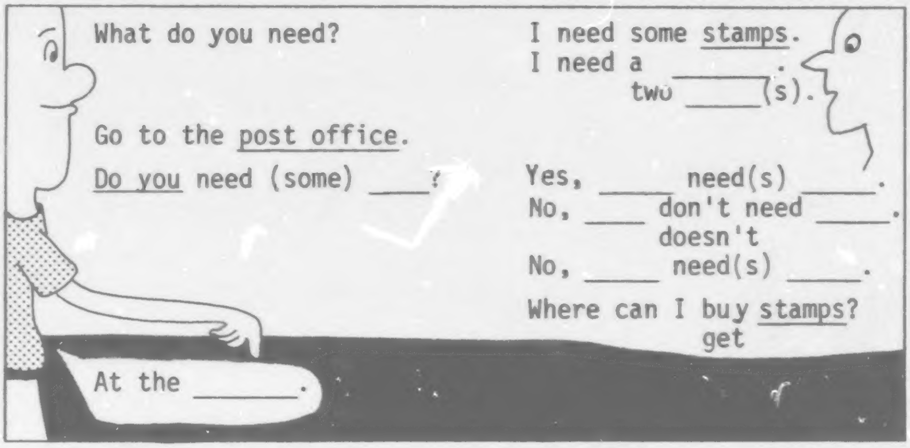
C/D
To return items for refund.
To give reasons for returning or exchanging items.

9 Shopping (1)

Chunk 1 Describe shopping needs and ask questions about location

Situation

In a store
In someone's home



What do you need?

I need some stamps.
I need a ______.
two _____(s).

Go to the post office.

Do you need (some) ____?

Yes, _____ need(s) _____.
No, ____ don't need _____.
doesn't
No, _____ need(s) _____.

Where can I buy stamps?
get

At the _______.

I need to send a letter.
Where do I go?

(Please) go to the _____.

Do you want _______?

Yes, I want (some) ____.
No, I don't want (any) __.

What do you want (to buy)?

I want _______.

B

What do you need to get?
at the ___?

(_______).

Do you need anything at the ___? (_____).

I want _______.

C/D

Vocabulary

to get
to buy
to buy at the supermarket
to buy at _____
to make dinner
to mail a letter

post office
hospital
market
store
drugstore

stamp(s)
pencil(s)
shirt(s)
book(s)
medicine
food
aerogramme

send a letter
mail a letter
study English
buy _______
get some ___
see a doctor

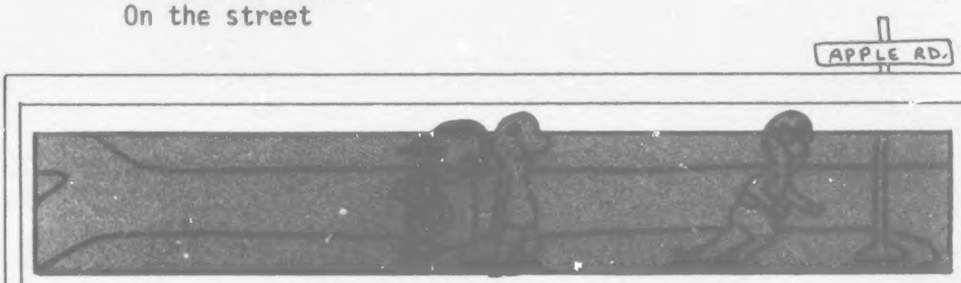
want
need

do you
does he
does she

Chunk 2 Describe errands

Situation

In someone's home
On the street



Where are you going?

I need stamps.
I'm going to the post office.
I need to send a letter.

B

Where are you going?

I'm going to the post office
to buy stamps.
get ______.

I'm going to the post office
because I need to buy ____.
want to get ____.

Where are you going?

I'm going to the ________
to ______.
because my foot hurts.
because I need to send a letter.
want

Why are you going to the ____?

Because ________.
(_____).

C/D

Vocabulary

stamps
aerogrammes
food
medicine

some food
envelopes
books (c/d)
a dictionary
a magazine
a newspaper
clothes

furniture
gas (c/d)
oil
a bus ticket
a train ticket
vitamins
paper

to send a letter
to mail a letter
to buy ______.
to get some ___.
to see a doctor
some food
some _____.
food
to study

my foot hurts
(other ailments)

post office
market
hospital
school

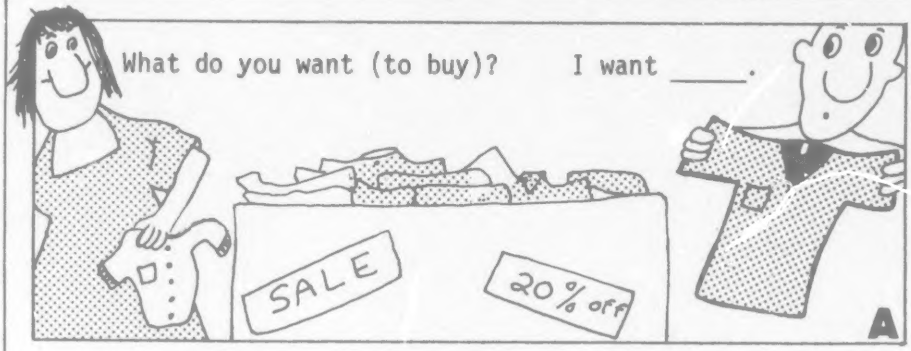
drugstore
bookstore
department store
gas station
bus station (c/d)
train station
clothing store
supermarket

9 Shopping (1)

Chunk 3 State and comment on shopping preferences and get a refund

Situation

At a department store, supermarket, market or a shop


What do you want (to buy)?
I want ____.
SALE
20% off
A

This is cheap.
expensive.

B

Can you give me a refund?
This meat isn't good.
This shirt doesn't fit.

Do you have the receipt?

Yes/No.
(______).

C/D

Vocabulary

shirt
hat
skirt
dress
jacket
coat

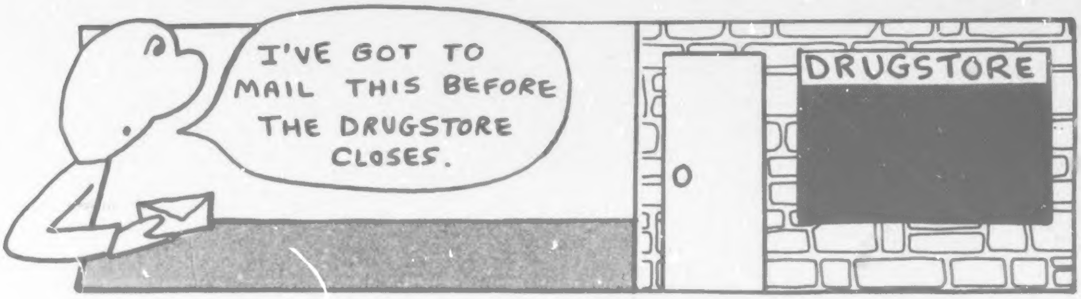
meat
fish
chicken
pork
beef
milk

good
fresh

Culture

There are many community services in the U.S. Almost every town has at least one post office, drugstore or supermarket.

- The postal service is run by the U.S. government. Its colors are red, white and blue and its emblem is the bald eagle.
- In very small towns, the local post office may be the supermarket or drugstore.
- "Where are you going?" is not used as a greeting.
- You need a receipt to return purchases to a store for a refund.


I'VE GOT TO MAIL THIS BEFORE THE DRUGSTORE CLOSES.
DRUGSTORE

Literacy

	READING			WRITING
	Numbers/Time	Letters	Sight Words/Signs	
A	Review 1 - 100		MARKET Review POST OFFICE HOSPITAL	
B			$ ¢	$ ¢
Options				

9 Shopping (1)

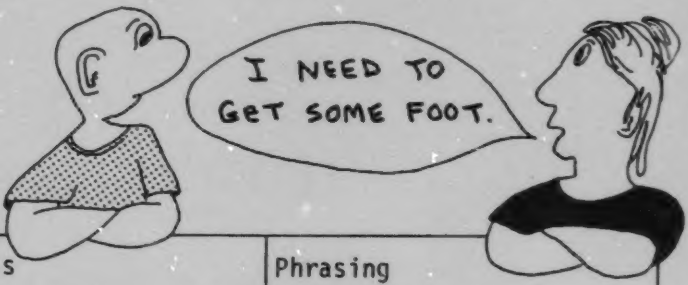
Reading and Writing

READING	WRITING
Names of different types of stores. Ex: Hardware, Jewelry	**C**
Supermarket and department store ads. Identify coupons in newspapers or magazines to use for comparative shopping.	**D**

Grammar

Imperatives	Touch	this.
Affirmative/Negative	Don't touch	that.
		your nose.

Pronunciation


I NEED TO GET SOME FOOT.

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1

Day 2

Day 3

Notes

1. Getting Your Own Back. Collect one or more personal belongings (e.g. pen, notebook, sandal, watch) from each student. They get their belongings by responding to the question "What do you need?" with "I need my _____." Vary the activity by demanding accuracy. Keeping the item if the student gives an incorrect response.

2. Missing Pictures. Prepare a set of pictures in which something is missing or needed (e.g. an envelope without a stamp, a man without a shoe). Use the pictures as cues when modeling the question "What do you need?" and the response "I need a _____." As a follow-up, have the students make their own pictures with something missing. Have them work in small groups to ask and answer questions about their pictures.

3. Memory Chain. Begin the exercise by saying, "I'm going to the store because I need to buy some rice." The next person repeats the statement and adds another item, e.g. "and some oil." Continue until all students have added an item.

4. Cummings Device. Have students practice the exchange:

A: What do you need?
B: I need some _____. Where can I buy it?
A: In the ______.
B: Where is it?
A: It's ________.

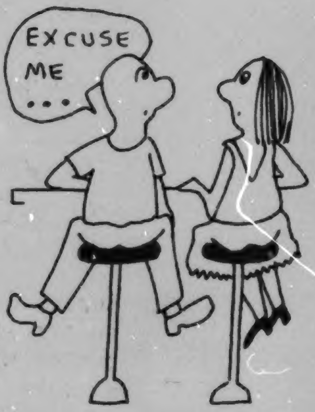
On the blackboard, put names or pictures of a few possible answers for each slot. Have the students practice the exchange by substituting various expressions. As a follow-up, have students add their own expressions for the slots.

5. Cultural Exploration. Ask students to draw a picture of how community services are provided in their country and how basic needs are met. They explain their depictions to the class.

6. Buzz. Students count from 1-100. The first says 1. The second says 2. The third says "Buzz". The number 3 or any number with 3 in it cannot be said (23, 13, 93). Whenever a mistake is made, the students must start again at 1.

9 Shopping (1)

Planning

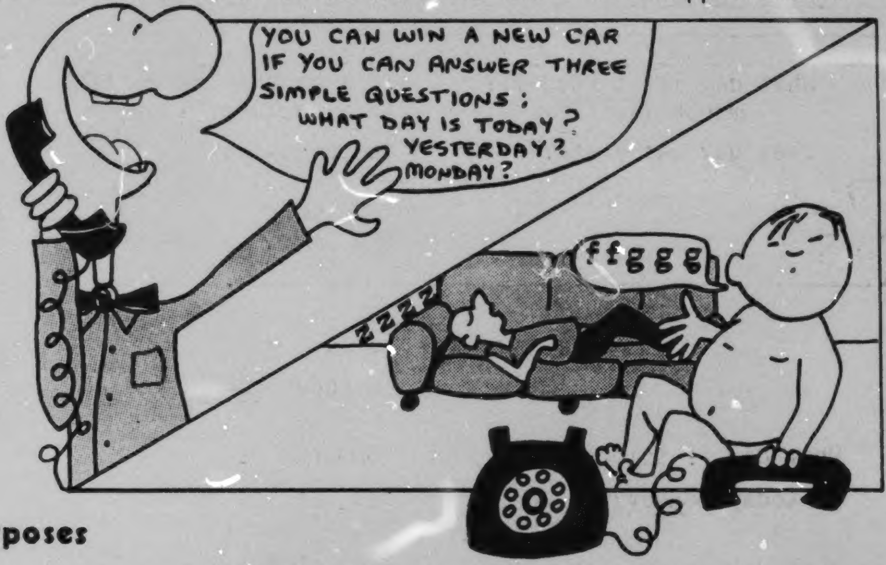


"Please" and "excuse me" can make the most direct question more polite.

Unit 10

Calendar/Telephone

Knowing how to read calendars and identify time and time periods is essential knowledge to have when keeping appointments. This unit gives the student the names of months, days and various time periods and helps prepare them for later units when the focus is on appointments.


YOU CAN WIN A NEW CAR IF YOU CAN ANSWER THREE SIMPLE QUESTIONS ; WHAT DAY IS TODAY ? YESTERDAY ? MONDAY ?
ZZZZ
ffggg

Purposes

A
To ask and answer basic questions about time.
To identify the day (today, yesterday, tomorrow).
To describe daily schedules.
To identify morning, afternoon, evening and night.

B
To ask about and give the date when asked.
To identify the current month and names of the twelve months.
To give one's birthdate.

C
To ask for assistance using a pay phone.
To indicate to a caller whether a person is there.
To use a calendar.
To use ordinal numbers.
To initiate and answer telephone calls.
To make and receive long distance and collect calls.

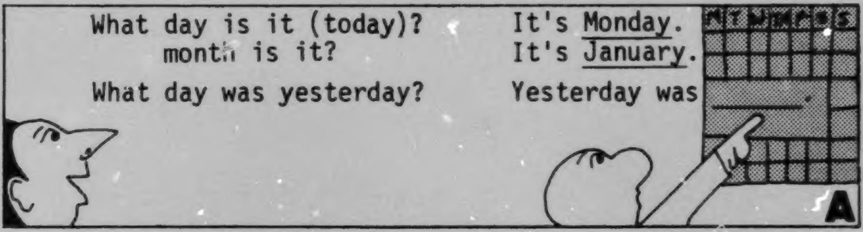
D
To respond appropriately to recorded messages.
To ask for help making a long distance call.
To respond appropriately when dialing or receiving a wrong number.
To call the operator for information.
To give a short telephone message.

10 Calendar/Telephone

Chunk 1 Ask and answer basic questions about time

Situation

Questions asked of strangers or friends in a business
or social setting
Part of a conversation taking place on the telephone



What day is it (today)?	It's Monday.
month is it?	It's January.
What day was yesterday?	Yesterday was

	Is it ___?
	Is today Monday?
What day is tomorrow?	Tomorrow is ______.
Is today Monday?	Yes, it is. No, it isn't.
What day is this?	It's Monday. It's January.

B

What day is it today?	(______).
What's the date today?	(______).
What was the date yesterday?	(______).

C/D

Vocabulary

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

January
February
March
April
May
June
July
August
September
October
November
December

day
month

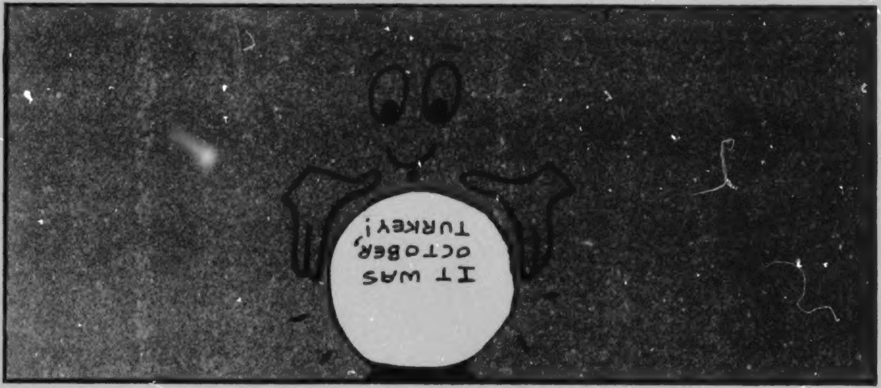
yesterday
last Tuesday
last ______

today
tomorrow
next Monday
next ______

Chunk 2 Give one's birthdate

Situation

Social or business meeting
Formal interview



(In) what month were you born?	October. October, 1958. (______).
	My name is ______. I'm from ______. I was born in October.

B

What is your birthdate?	January 11 (th), 1952.
When is your birthday?	January 11 (th).
What month were you born?	(______).

C/D

Vocabulary

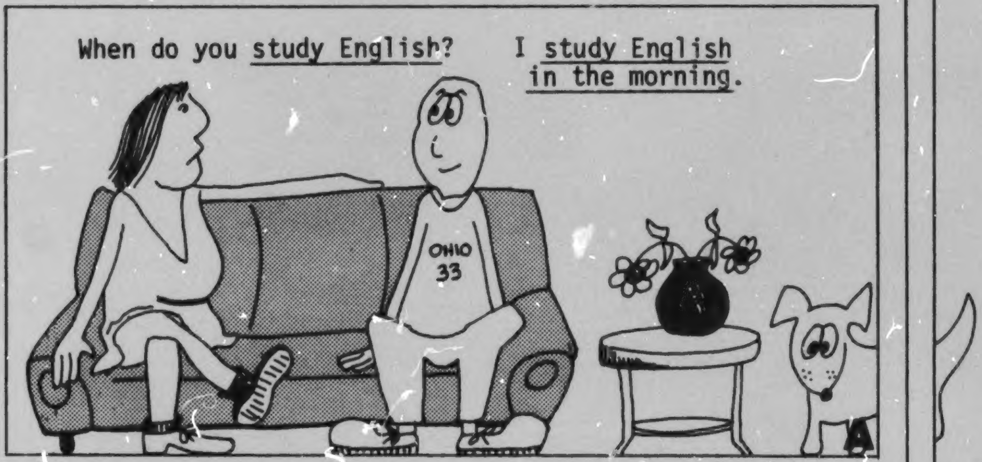
October
November
December
January
February
March
April
May
June
July
August
September
month
day
date

Chunk 3 Describe daily schedule and activities

Situation

The first two questions could be asked in a business or social setting by friends or strangers

The second two questions will probably be asked of friends and co-workers


When do you study English?
I study English in the morning.
OHIO 33
A

Do you ___ in the morning?

Yes, I ___ in the morning.

No, I ___ in the morning.

B

What are you doing this weekend? (______).

What did you do last weekend? (______).

C/D

Vocabulary

study English
study C.O.
study pre-skills
sleep
eat
work
go to __

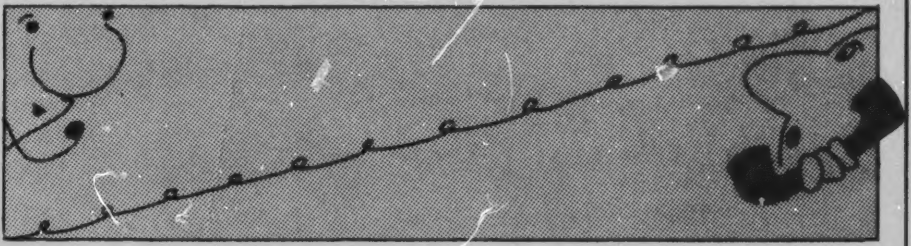
in the morning
in the afternoon
in the evening
at night
at noon (b/c/d)
at 8:00

this
next

Chunk 4 Make a long distance call

Situation

On the telephone



I'd like to call long distance to ______.

What is your number, please?

____-____.

Hello. This is Gail.
Is ______ there?

Hello.

Hello. May I speak to ______?

Hi.
This is ______.
Yes, just a minute.
No, she is not here.
She's coming back at 5:00.
(I think) you have the wrong number.

C

I'd like to leave a message.

OK.

D

Vocabulary

she
he

Gail
(your student's name)

your
the

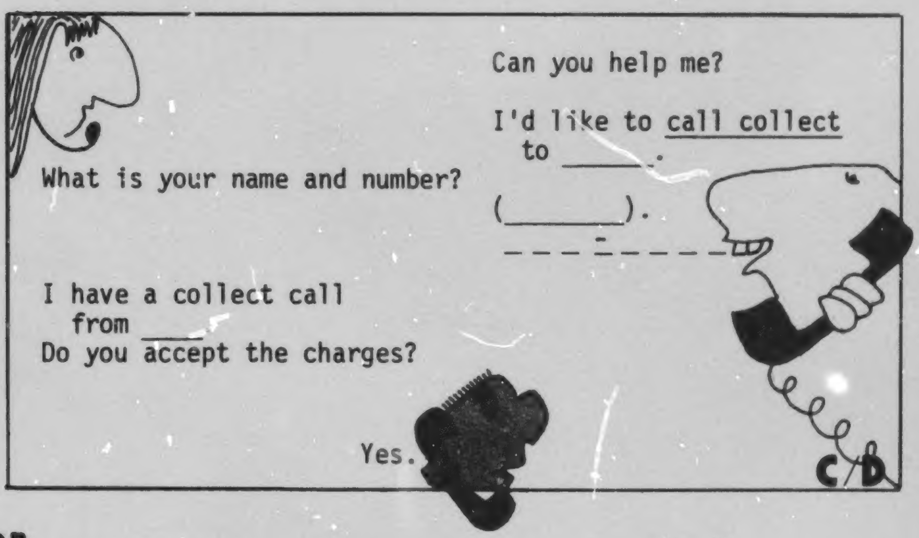
call long distance
make a long distance phone call

5:00
(any time)

Chunk 5 Make a collect call and a call to the operator

Situation

On the telephone



Can you help me?

I'd like to call collect to _____.

What is your name and number?

(_______).

- - - - - - - - - -

I have a collect call from ____

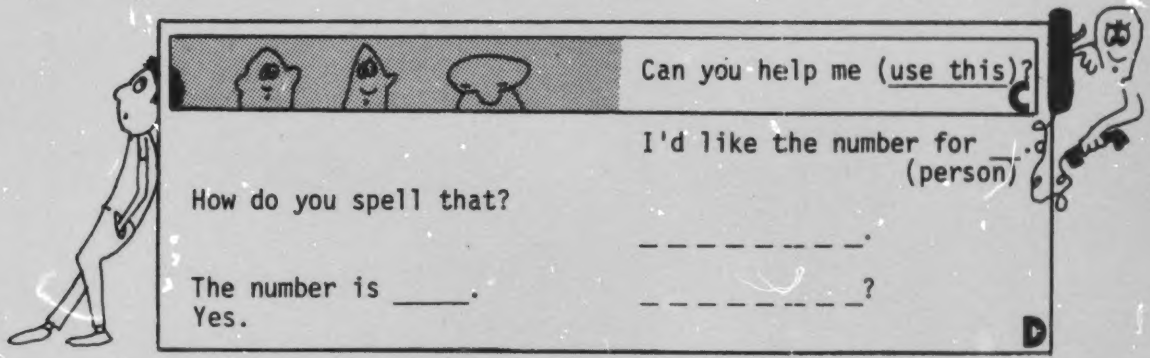
Do you accept the charges?

Yes.

Situation

Using a pay phone

On the telephone calling the information operator



Can you help me (use this)?

I'd like the number for __.

(person)

How do you spell that?

- - - - - - - - - .

The number is _____.

- - - - - - - - - ?

Yes.

Vocabulary

use this	call collect
call this number	make a collect call
call the operator	

Chunk 6 Respond to previously recorded messages

Situation

On the telephone

All of our lines are temporarily busy.
Please hold and someone will assist
you as soon as a line is free.

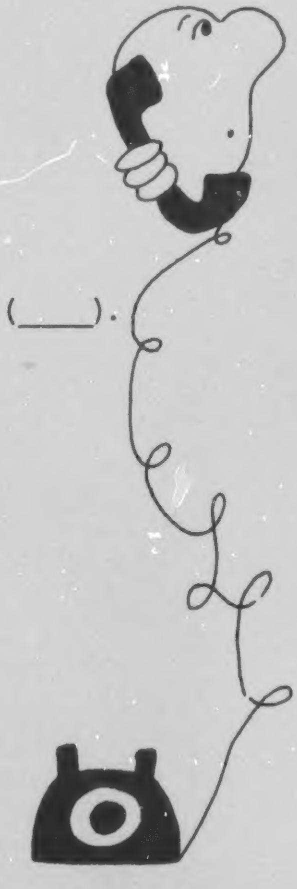
Thank you for waiting.
Our lines are still busy.
Please hold on ...

Thank you for calling Ms._____.
Ms._____ is not available to
take any calls now. At the
sound of the bell please give
your name and leave your
message. Thank you.

Hi. This is John.
Sorry, I'm out.
Leave your name and message
when you hear the bell.

Thank you for calling.
365-0134 has been changed.
The new number is 581-2611.

I'm sorry. The number you
have dialed is not in service
at this time. If you need
assistance, stay on the line and
an operator will assist you.
D



Vocabulary

still busy
now engaged

Ms.
Mr.
Miss
Mrs.

10 Calendar/Telephone

Culture

The telephone is an integral part of American life. Americans use the telephone for many purposes. They make appointments, get information, do business, even talk to friends and family on the telephone instead of traveling and talking to them directly. It is easy to find public telephones, which operate on coins (nickels, dimes and quarters).

- All local numbers have 7 digits, e.g. 257-7751. There is a pause between the third and fourth digit when saying the number.
- Long distance calls are made by dialing 1 and the area code before the number, e.g. 1-802-257-7751.
- Person-to-person calls: You make this call when you want to speak to a specific person. It is usually more expensive than a regular call.
- Collect calls: The person called pays for the call, not the person calling. The person called can accept or reject the call.
- On hold: Sometimes, when calling a store or office, you will be put on hold. This means that the person answering the phone wants you to wait until he/she is free to talk. Don't hang up.

Literacy

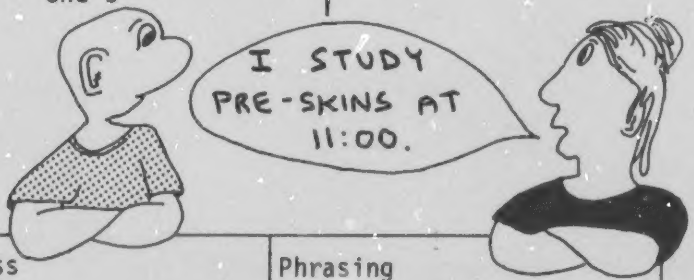
READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
(dial a telephone number) **A**		(date) e.g. Jan. 16, 1982	
B		(months) e.g. JANUARY Review (date)	
Options		(days of the week) e.g. MONDAY (abbreviations) (days) e.g. MON., TUES. (months) e.g. JAN., FEB.	(date)

Reading and Writing

READING	WRITING
Ordinal numbers.	The date on a variety of forms. **C**
Spell something for the purposes of clarification (with/without reference to a written sheet). Telephone book to find area codes, telephone numbers and long distance rates.	Write something for the purpose of clarification. The name, address and telephone number of a caller. A short telephone message. Ex: DR. GAT CALLED. CALL HIM BACK AT 10. **D**

Grammar

Present Continuous	I'm	touching	this.
TO BE	You're		that.
Contractions	He's		my hair.
	She's		


I STUDY PRE-SKINS AT 11:00.

Pronunciation

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1

Day 2

Day 3

10 Calendar/Telephone

Notes

1. Daily Routine Chart. Prepare a chart with pictures of a mythical person's activities and parts of the day (e.g. "eat breakfast," "In the morning"). Use the chart to elicit a statement from students. As a follow-up, have students make a chart of their own daily routines. Ask them to prepare a 3-minute "speech" where they use their chart to explain their daily routine. For advanced classes, add the time of day (e.g. 9:30, 4:00).

2. Date Cards. Prepare 4 sets of index cards. On one set put the months and on the others put days of the week, numbers 1-31 and various years (e.g. 1979, 1940). Students turn over a card from each set and give the date.

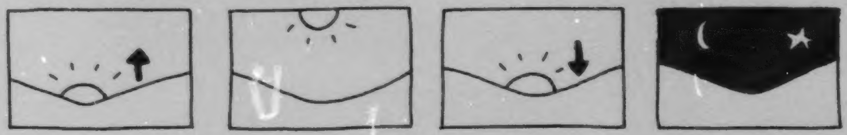
3. Birth Dates. Have students put their birth dates on cards and ask them to arrange themselves in order from oldest to youngest. Have them arrange themselves in order by month of birth -- from January to December. Have them do this without talking just by reading each other's cards.

4. Calendar Roulette. On poster board, put calendars of all months of the year. Put the poster board on the table or floor. Have students toss a coin onto the board. They read the date that the coin lands on.

5. Song. Have students sing "Happy Birthday."

Happy Birthday to you
Happy Birthday to you
Happy Birthday, dear _____
Happy Birthday to you.

6. Picture Cues. Use pictures to signal students to say parts of the day, e.g. "in the morning."



7. Cultural Exploration. Have students show (or demonstrate) how they note the time or date in their own country when they do not have access to watches or calendars.

8. Literacy: Matching. Students draw lines to connect each month of the year with its abbreviation. Vary this by matching days of the week and their abbreviations. Another option would be to match dates with their numerical abbreviations. Ex: Jan. 1, 1984 - 1/1/84.

Planning

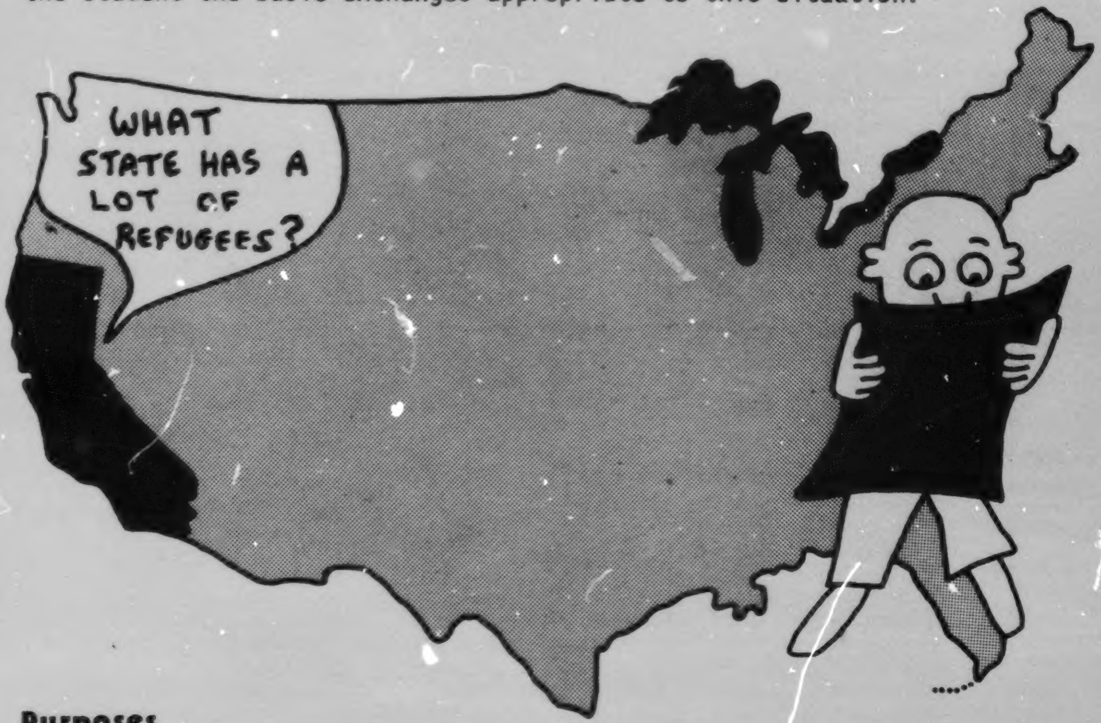
Planning

Long distance phone calls to friends and family can be a big temptation--and very expensive.

Unit 11

Geography/Weather

In the refugee camp, a refugee is often asked about his/her destination in the U.S.A. and often wants to ask questions as well. This unit gives the student the basic exchanges appropriate to this situation.


WHAT STATE HAS A LOT OF REFUGEES?

Purposes

A

To state one's: first and last name.
marital status.
ID number.
To spell one's first and last names.
To give one's destination in the U.S.
To describe the locations of towns and states.

B

To describe one's family members (number, names, ages).
To identify one's sponsor's name, address, contact person and telephone number.

C/D

To recognize important states and cities on a map of the U.S.
To use compass points.
To describe location of states in relation to each other.
To describe weather in the United States.
To state the location of relatives in the United States.

11 Geography/Weather

Chunk 1 State and spell names and give information about one's family

Situation

In the camp
A formal interview in the U.S.A.-- applying for a job, welfare, school entrance, bank loans and accounts, and so on

Please show me your papers.	Here.
What's your first name?	My first name is ______.
How do you spell your ______ name?	(______).
What's your ID number?	(______).
Are you married or single?	I'm ______.

A

Is _____ your first name?	Yes, it is. No, it's my _____ name.
Is _____ your first name or _____ name?	It's my _______ name.
Is this your family?	Yes, it is. No, it isn't.
How many people are in your family?	Five. There are five.
What are their names and ages?	Lee ... 14. Yang ... 22. etc.
What's your sponsor's name, address and telephone number?	(______). I don't know. I don't have a sponsor.

B/C/D

Vocabulary

papers
ID

five
(the appropriate number)

first
last
middle (c/d)
maiden

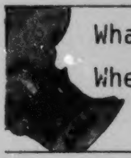
Lee/Yang
(the appropriate name)

14/22
(the appropriate ages)

Chunk 2 Give destination and describe the location and weather

Situation

Formal interview
Some of the exchanges are appropriate when planning ANY trip



What state are you going to? I'm going to _____.
Where is California? Next to _____.
Near _____.

California is in the west.

B

California is on the west coast.

I'm going from ___ to ___.
What direction am I going?

You're going west.

What direction is ___ from ___?
Which

____ is west of ____.

What state is west of _____?
Which

(______).

(______)

Would you like to live near the ocean?
It's hot in California in the summer.

How much does it snow in ____?

It snows a lot
little.
It doesn't.
(_______).

What are the biggest states in America?

C

What region is ____ in? The midwest.
What states have a lot of refugees? (_____).
Why do a lot of refugees live in ____? (_____).
(Because) ____.

D

Vocabulary

near the ocean
in the mountains
in the city
in a small town
in the country
in the desert
on the farm
on a farm

west
east
north
south

northeast
northwest
southeast
southwest
(c/d)

midwest
west
(other)

hot
cold
cool
warm

west coast
east coast

summer
winter
spring
fall
autumn

snow
rain

California
(other state names)
(other city names)

region
area

state
city

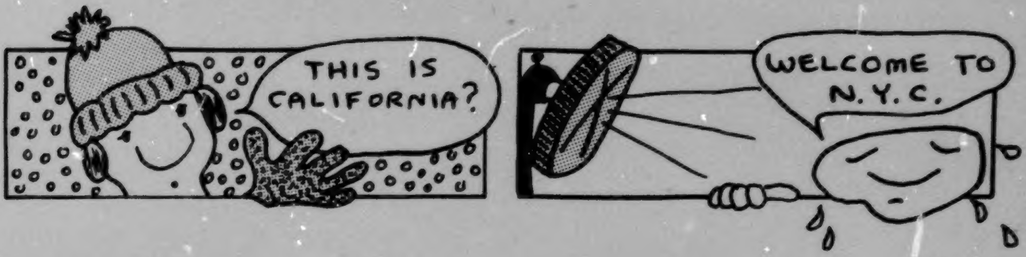
Culture

There are 50 states in the U.S. Washington, D.C., the capital, is a separate district. Each state has its own state capital.

The largest states in size are Alaska, Texas and California. The largest states in population are California and New York. The biggest cities are New York, Los Angeles and Chicago.

Weather varies according to the region. The weather in California is mild in many parts of the state, but it does snow there (in northern California and in the mountains). In the winter, New York can be very cold but in the summer it can be very hot. In the spring and fall, New York can have warmer temperatures than San Francisco.

- Many refugees live in California, Oregon, Texas and Rhode Island.


THIS IS CALIFORNIA?
WELCOME TO N.Y.C.

Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
(one's ID number) **A**			(one's ID number)
B		(names of own family members)	(names of own family members)
Options	Review (spell one's first and last name)	ID NUMBER Review NAME FIRST LAST MARRIED SINGLE (one's destination in the U.S.)	

Reading and Writing

READING	WRITING
Use a map to find a place (with assistance). Use compass points. Ex: N, NE	C/D

Grammar

Contractions

TO BE + NOT

I am not/I'm not

You are not/You're not

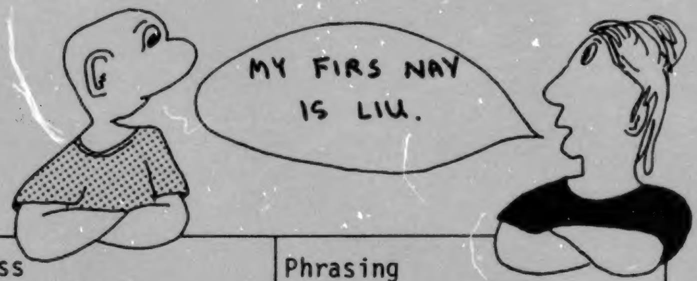
He is not/He's not

She is not/She's not

here.

there.

Pronunciation


MY FIRS NAY IS LIU.

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1

Day 2

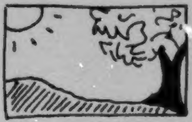
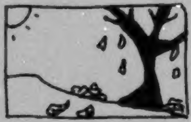
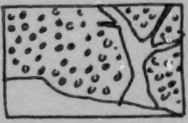
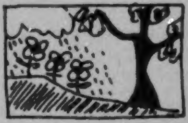
Day 3

11 Geography/Weather

Notes

1. Role Play. Play the role of an immigration officer in the U.S. Simulate an interview situation and have students bring papers to class. Vary this activity by deliberately misunderstanding what students say. At the end of each role play, ask students which words or expressions they would like to add to the exchange. Practice these for a short time, then continue with role plays. Have students take on the interviewer role.

2. Picture Cues. Make pictures of the 4 seasons of the year and use these to cue student responses in practice exercises. Add pictures of weather (rain, snow, heat, cold), symbols (? . + -) to cue questions and affirmative or negative statements. Point to combinations of pictures and have students make sentences.

3. Map Game. Divide the class into 2 teams. Call out the name of a city, state or region. A member from each team goes to the map. The first to point to the place gets a point.

4. Spiel. For advanced classes, put a list of key words (north, south, rain, snow, autumn, city, mountain, etc.) on the blackboard. Ask each student to prepare a 30-second "talk" using as many words as possible. Vary this by putting up maps instead of words. Have students ask questions after each spiel to check comprehension.

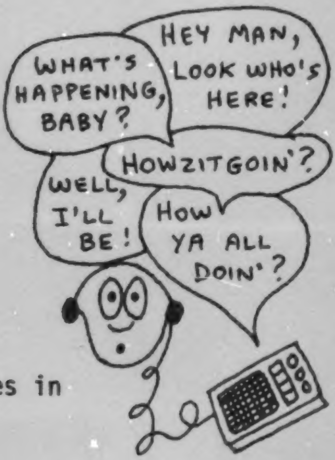
5. Twenty Questions. Put the names of states on index cards. A student takes a card and then responds to questions from the others who try to find out his/her "destination."
   Ex: "Is it in the east?"
   "Is it near Oregon?"

6. Literacy: Same or Different. Give each student a worksheet with rows of ID numbers. Students look at the ID number on the left and circle the same number in the row.

39417	93417	[✓ 39417]	71934
44143	31343	34134	44143
68687	78686	86867	68687
52149	52149	52941	94125

Planning

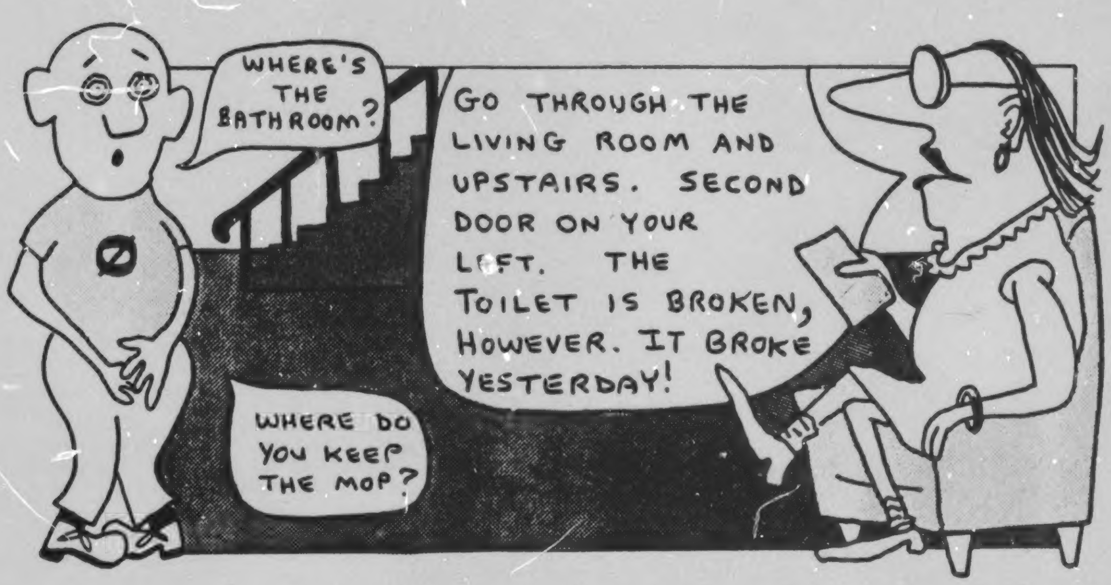
Planning


WHAT'S HAPPENING, BABY?
HEY MAN, LOOK WHO'S HERE!
HOWZITGOIN'?
WELL, I'LL BE!
HOW YA ALL DOIN'?

Help your students understand regional differences in culture, weather, food and language in the U.S.

Unit 12
Housing (2)

When visiting someone's house or making the initial visit to one's own, a person often needs to know where things are and how to use household facilities and appliances. In this unit, students learn the language necessary to locate and use rooms and facilities.


WHERE'S THE BATHROOM?
GO THROUGH THE LIVING ROOM AND UPSTAIRS. SECOND DOOR ON YOUR LEFT. THE TOILET IS BROKEN, HOWEVER. IT BROKE YESTERDAY!
WHERE DO YOU KEEP THE MOP?

Purposes

A
- To respond to instructions for using common household objects.
- To ask for instructions for using common household objects.
- To locate and give directions to rooms.
- To identify common household objects, rooms and facilities.
- To ask for the location of household facilities.

B
- To give the location of household items.
- To ask permission to use household items or facilities.
- To describe common household activities.

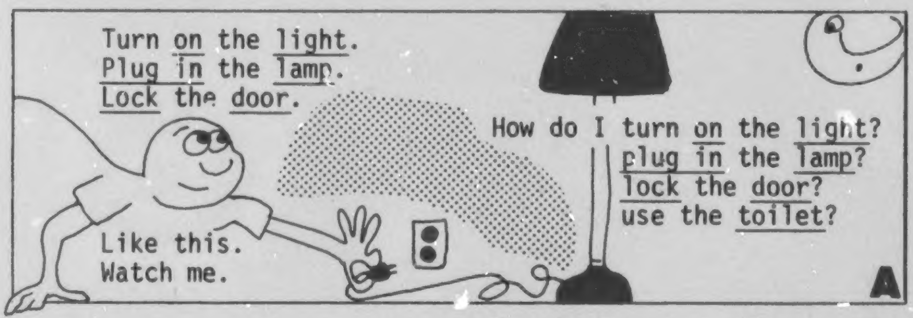
C/D
- To describe the storage of household articles and food.
- To follow instructions for using an appliance.
- To describe the working condition of an appliance.

12 Housing (2)

Chunk 1 Ask for and respond to instructions and explanations

Situation

In a house or apartment
- a conversation between a landlord or tenant
- a conversation between a refugee and sponsor



Turn on the light.
Plug in the lamp.
Lock the door.

How do I turn on the light?
plug in the lamp?
lock the door?
use the toilet?

Like this.
Watch me.

A

How do I turn on the ____?

Here.

Does the ____ work?

Yes/No.
The ___ doesn't work.

I can fix it.
I can't fix it.

May I use the bathroom?
telephone?

Lock the door.

OK.

B

What's wrong with the ____?

It's broken.
It doesn't work.
It broke yesterday.

How do you use the ____?
How do you turn on the ___?

The switch is on the wall.
The switch is over there.
Here is the switch.

C/D

Vocabulary

light
lamp
water
shower
radio
iron
stove

fan
air conditioner
furnace
gas (c/d)
car

door
window

lamp
light
radio
iron
stove
telephone

toilet
telephone
shower
sink
bathtub

you
I

dishwasher
garbage disposal
washing machine
dryer (c/d)
oven

plug in
unplug

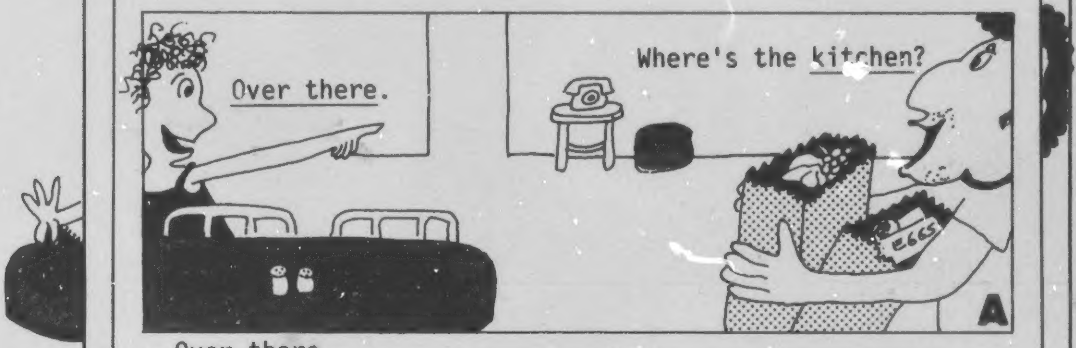
on
off

lock
close

Chunk 2 Locate and give directions to rooms, facilities and places

Situation

Initial visit to an apartment
In a friend's home


Over there.
Where's the kitchen?
A

Over there.

I'll show you.

Put it in the cabinet.

Where do I put this?

B

Put the plate in the cabinet.

In the cabinet.

Where do you keep the plates?

C/D

Vocabulary

plate
glass
spoon
fork
knife
pan
pot
soap
toilet paper
towel
pillow
sheet
blanket
bowl

this
these
that
those

kitchen
living room
bathroom
bedroom
fire escape
garbage can
mail box

over there
upstairs
downstairs
next to the ___

inside
outside (b/c/d)
behind the building

in the cabinet
in the garbage can
refrigerator
here
there
under the sink
over the ___

in the freezer
drawer (c/d)
cupboard
closet

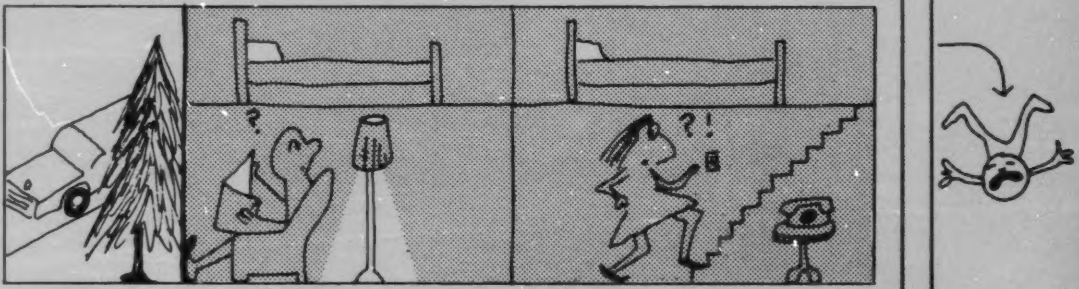
it
them

12 Housing (2)

Chunk 3 Describe activities and offer assistance

Situation

In a friend's home



What is ___ doing?

He's sleeping.
I don't know.

B/C

May I help you wash the dishes?

(______).

May I use the bathroom?

(______).

D

Vocabulary

wash the dishes
cook dinner
do the laundry
wash the clothes
sweep the floor
mow the lawn
work in the garden
clean the ____
set the table
put the ___ away

He's
She's
___'s

use the bathroom
watch T.V.
have something to eat
have something to drink
help you
use the telephone

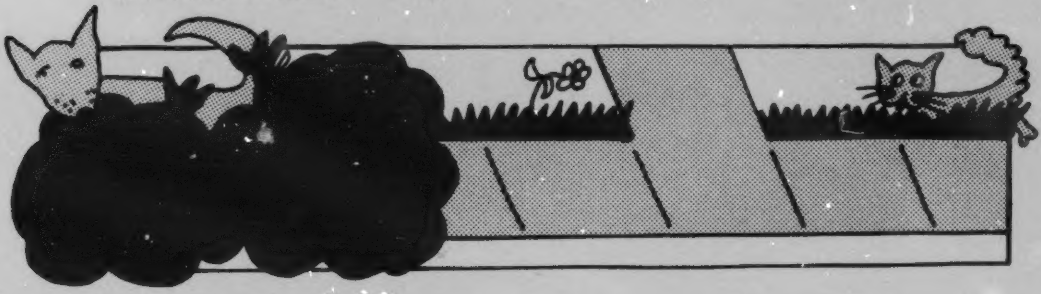
sleeping
taking a bath
taking a shower
watching T.V.
cleaning
washing the clothes
eating
cooking

may
can

Culture

In the U.S., you can rent houses or apartments that are either unfurnished or furnished. Unfurnished housing usually includes a refrigerator and a stove. "Furnished" usually means that there is furniture included.

- The tenant is responsible for damage he caused to furniture and appliances owned by the landlord.
- Tenants are expected to inform their landlords when repairs are needed.
- The bathtub and the toilet are in the same room.
- Bathtubs should not be used for storing food or other items.
- Garbage is usually disposed of by garbage collectors. Tenants put their garbage out tied in plastic bags the night before collectors come.



Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
A		ON OFF FIRE ESCAPE	
B		ELEVATOR DANGER	
Options		STAIRS LAUNDRY EXIT ENTRANCE TOILET POISON MEDICINE (Symbols for each of the above.)	

12 Housing (2)

Reading and Writing

READING	WRITING
A simple recipe.	

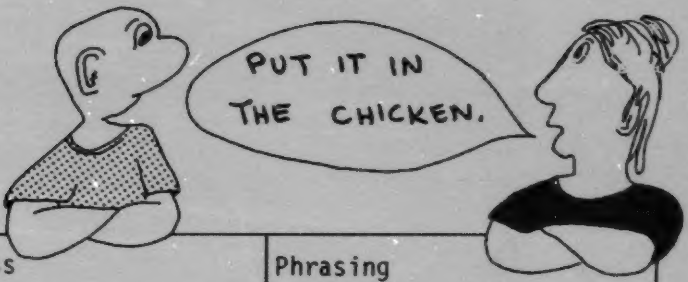
Grammar

Simple Present

Affirmative/Negative

I You	(don't)	eat(s) ______
He She It	(doesn't)	
We You They	(don't)	

Pronunciation


PUT IT IN THE CHICKEN.

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

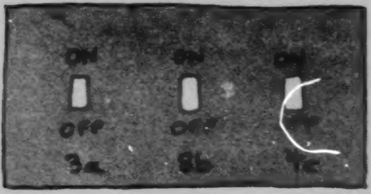
Day 1 ______

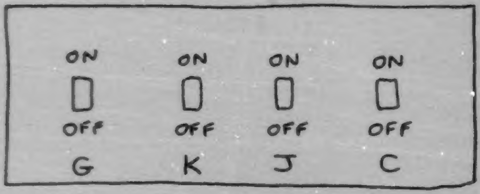
Day 2 ______

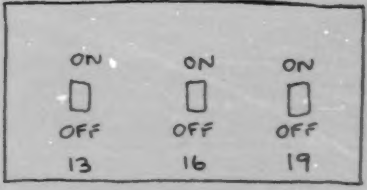
Day 3 ______

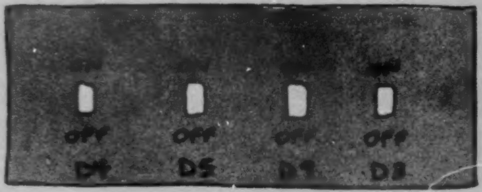
Notes

1. Operation. Bring in a small radio or cassette player. Give the students directives for operating it, e.g. "Plug it in" and "Turn it on." Have them practice giving and responding to instructions. For advanced classes, ask them questions about their actions ("What are you doing?" or "What are you going to do?").
2. Charades. On 2 sets of index cards, put names (or pictures) of actions and rooms of the house. A student takes a card from each set and the others make statements to guess the action and the room, e.g. "You are washing dishes in the living room."
3. Sorting. Divide students into groups of 4. Give each group a floor plan of a "typical" house in the U.S. and an assortment of Cuisenaire rods. One student takes a rod and asks, "Where do I put this?" Another responds with "Put it in the ______." Vary this by having students say what object the rod represents. Instead of a floor plan, use pictures of a cupboard, garbage can, refrigerator, closet, etc.
4. Cultural Exploration. Have students choose one room of their house in their country and make a list of all the actions that are done there. Choose a similar room in a "typical" home in the U.S. and list activities done there. Ask the students to make comparisons and explain differences.
5. Literacy: Flip the Switch. Make a set of task cards out of cardboard. Each card should have a number of cardboard "switches" attached with tape. Write ON above and OFF below each switch. Identify each switch with a number, letter or color. Students respond to directions given by the teacher. Ex: "Turn off 3A" and "Turn on number 16."









Vary this by having different size buttons instead of switches. Instead of "turn" say "push" or "pull."

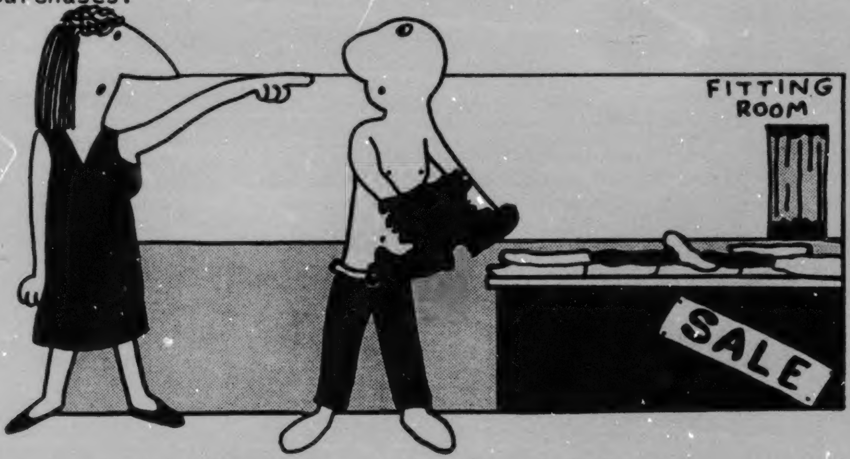
Planning

It's polite to ask to use the bathroom or telephone in someone's home.

Unit 13

Shopping (2)

A person needs to be able to buy food and clothing alone not long after arrival. There will not always be a sponsor or friend there to assist or to translate. This unit gives students the basic language to locate food and clothing in stores, find the correct sizes and quantities and make the purchases.



Purposes

A

To get correct change when paying for an item.
To ask for the location of food items in a market.
To ask for food prices.
To ask for comparative prices.
To ask for a measurement of food items.
To recognize common units of measurement.
To recognize and count money.

B

To indicate that change is incorrect.
To ask for the location of clothing items.
To indicate one's clothing preferences and needs.
To compare clothing sizes.
To request different sizes or prices.
To ask about prices in single terms for comparative shopping.

C/D

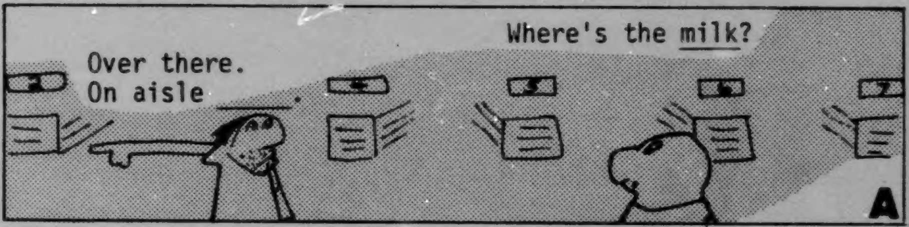
To describe the departments in a department store.
To ask for directions in a department store.
To locate cashier, pay for merchandise and indicate means of payment.
To weigh food items.
To ask for the correct change when wrong change is given.
To state satisfaction and dissatisfaction with clothing.
To request a particular style of clothing.
To ask for a receipt.

13 Shopping (2)

Chunk 1 Locate clothes and food

Situation

On the street
In a store or shopping mall


Where's the milk?
Over there.
On aisle ____.
A

Where are the men's clothes?
On the first floor.
B

Where is the men's department?
(________).
Which way is the clothing store?
(________).
Where are the men's clothes?
They're on the first floor.
in the ________.
in the ____ department.
C

Where is the appliance store?
(________).
Which way is the clothing store?
(________).
D

Vocabulary

men's clothes
women's clothes
shirts
shoes
pants

socks
hats
coats
sweaters
(c/d)

boots
gloves

milk
meat
rice
chicken

clothing store
hardware store
furniture store
basement
record store
parking lot

appliance store
jewelry store
fabric store
bakery

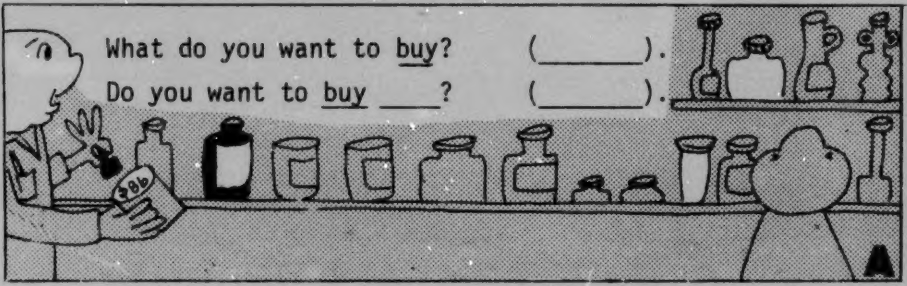
men's department
jewelry department
fabric department
appliance department
elevator
women's department

first
second
third
etc.

Chunk 2 Indicate needs and preferences

Situation

In the supermarket



What do you want to buy? (______).

Do you want to buy ____? (______).

I want a pound of beef.

(______).

B

What do you have to buy?

Let's go to the supermarket.

I have to buy a pound of beef.
some red pepper.

What kind of meat do you want?

Here you are.

______ pounds.

I'd like a pound of beef, please.

(______).

How much does it weigh?

C

I have to buy ______(s).

I have to buy some ______.

D

Vocabulary

red pepper
black pepper
soy sauce
fish sauce
green beans
bean sprouts
potatoes
tomatoes
lettuce
cheese

pound of beef
dozen eggs
bottle of ___
loaf of bread
bag of rice
can of ____

supermarket
shopping center
store
market

buy
get

meat
vegetables
bread
rice
fruit

pounds
ounces
kilos

13 Shopping (2)

Chunk 3 Comment on prices and sizes

Situation

In a department store with a sales assistant

$______. ______¢.	How much is this? the _____? This is cheap.

A

	Which is the cheapest?
This one is the cheapest. Which one do you want?	I want small.
	How much is this shirt?
It's $____.	This shirt is These shirts are very cheap.
Try this/these on.	Can I try this/these on?
(______).	Where can I try this/these on?

B

Try this on. Try these on.	This pair of shoes is These shoes are very cheap.
Do they fit? Does it fit?	It's too big. They're too big.
Oh sorry.	

C/D

Vocabulary

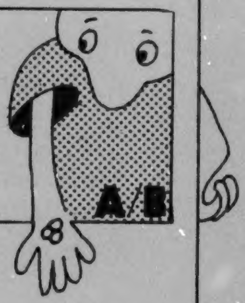
pair of shoes	shirt	cheap		very	these
pair of pants	coat	expensive		too	those
pair of socks	sweater				
pair of boots	hat	big		cheapest	
pair of gloves	suit	small		most expensive	
long sleeved shirt					
short sleeved shirt	small	loose		big	this
pair of pyjamas	medium	tight	(c/d)	small	that
	large	nice		tight	
				loose	

Chunk 4 Pay, get correct change and ask for a receipt

Situation

In a department store or supermarket

Here's $ ____.
____ ¢.



Excuse me.
Is this right?

Yes, it is.
Oh. I'm sorry.

Cash or charge?

Cash.

Do you have a charge card?

(_____).

Excuse me.
This change is wrong.
isn't correct.
isn't right.

Oh, sorry.

Can I have a receipt?

Sure.

C/D

Vocabulary

cash
charge
check
food stamps
credit card

charge
credit

13 Shopping (2)

Culture

Supermarkets are divided into sections and aisles. Sections include: produce, meat, frozen foods, snacks, etc. Aisles are often labeled with a number and a letter, e.g. 1A, 3B. Aisle signs usually hang above the aisles to make it easier for shoppers to locate what they need.

Cashiers are located at the front of the store in a "check-out" area. The customer can pay with cash, food stamps (for welfare recipients) or by check (with a check cashing card from that store).

There are often several brands of food to choose from. The weight, volume, ingredients and brand name are all stated on the label. The "unit price" (the price per ounce, lb., etc.) is sometimes on the label or on the shelf. This allows shoppers to compare prices.

In department stores or clothing stores, clothing is often arranged according to size but customers can try on clothes in fitting rooms. Clothing should not be tried on in the middle of the store.

- Credit cards can be used in many stores (not supermarkets). They allow people to pay later when a bill is sent to them.

Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
(aisle numbers) e.g. 1a, 2c (prices) e.g. $1.25 **A**		(measurements) lb. doz. gal. qt. $ ¢	
B	(clothing sizes) S M L		
(prices) e.g. 3/99¢ 3 for 99¢ **Options**	(clothing sizes) XS XL	OPEN CLOSED DEPARTMENT STORE MEN WOMEN SUPERMARKET PRODUCE DAIRY MEAT	

Reading and Writing

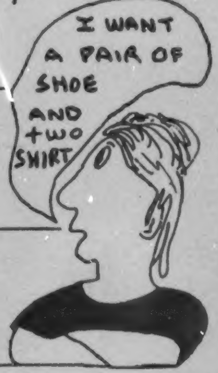
READING	WRITING
Section and department signs. Ex: PRODUCE, DAIRY. Expiration dates. The names of common food items.	C
A variety of store signs indicating sales or specials. Ex: TODAY ONLY, REDUCED. Unit price signs to compare prices of similar food items. Clothing labels. A department store directory to find merchandise.	D

Grammar

Word Order
Adjectives
Definite/Indefinite Articles
A/AN/THE

Show	me	a	blue	
Give		the	red	pen.
		an	orange	pencil.
		the		

Pronunciation


I WANT A PAIR OF SHOE AND TWO SHIRT

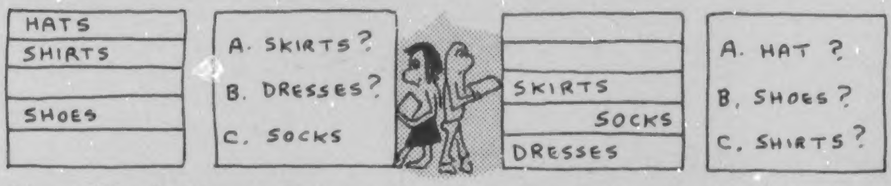
Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1
Day 2
Day 3

13 Shopping (2)

Notes

1. Store Dyad. Students work in pairs to fill in the information missing on their maps-- a cross-section of a department store showing several floors. They ask and answer questions without looking at each other's maps.

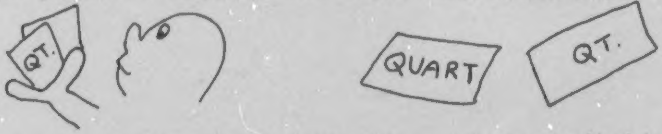


2. Store Simulation. Set up the classroom as a department store. Use the desks and chairs to mark off aisles labelled 1A, 1B, 1C, etc. Place store "items" at various points throughout the store. Students ask for and give directions. Add roles of store clerk and cashier for advanced classes.

3. Chart Practice. Make a chart with names of items and prices of different amounts of that item. Use the chart to practice questions and answers with "how much?"

BEEF	2 lbs./$1	3 lbs./98¢	½ lb./$2.24	1 lb./$.90
PORK	3 lbs./$3.29	2 lbs/$1.49	$6.19/lb.	$1.59/lb.
CHICKEN	1 lb./$1.40	4 lbs./$5.20	2 lbs./$2.80	$2.40/lb.
FISH	$1.09/ou.	2 lbs./$1.98	$3.40/ou.	1 lb./$1.29

4. Concentration. Play the game with sets of 15 cards which match the names of amounts and their abbreviations.



5. Literacy: Check the Box. Give the students individual worksheets to complete. Students look at the amount and price in the left column and check the corresponding amount and price in the row to the right.

3/99¢	3 ✓ 96¢	1 69¢	2 99¢ ✓
2 for 59¢	4 59¢	2 95¢	5 $5.90

Planning

13 Shopping (2)

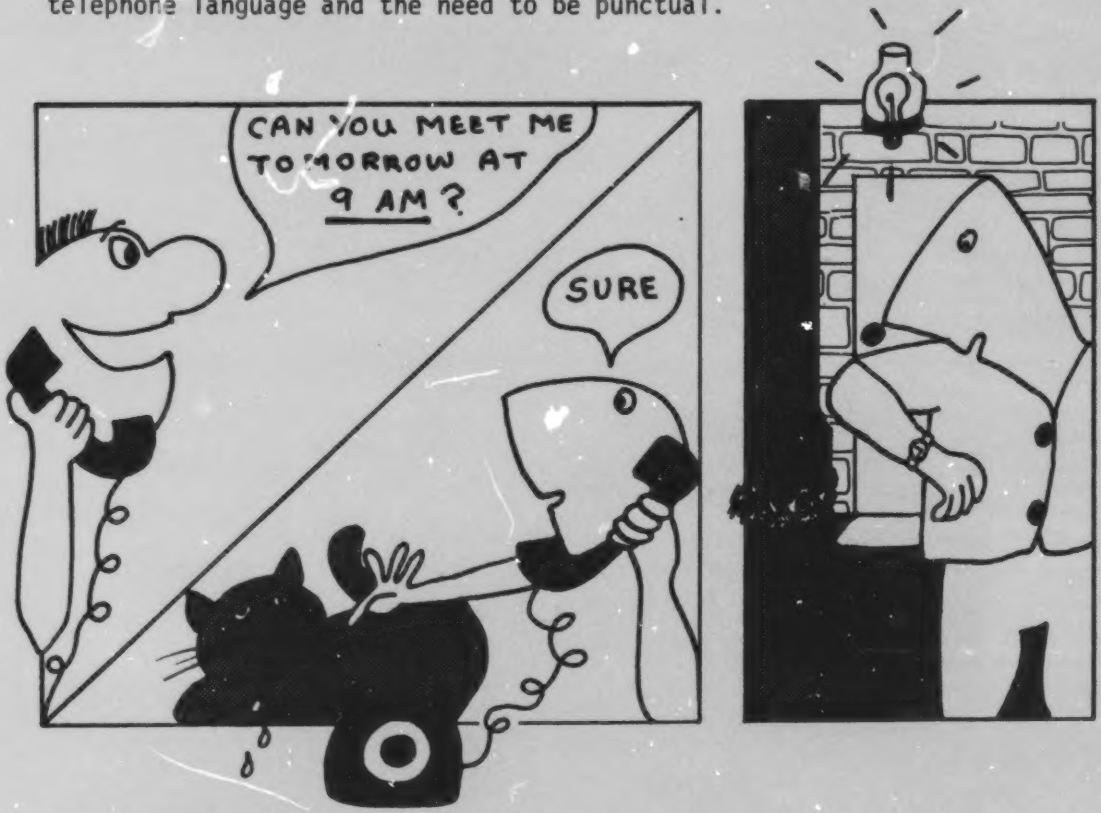
Planning

Use store catalogs, newspapers and magazines for up-to-date pictures and prices of clothing and food.

Unit 14

Appointments

American make many kinds of appointments in their lives--social appointments, medical appointments, appointments for job interviews, appointments for school admission and many more. In this unit students not only learn the need for making appointments but also learn appropriate telephone language and the need to be punctual.


CAN YOU MEET ME TOMORROW AT 9 AM?
SURE

Purposes

A/B

To state and identify the time on a clock.
To describe one's daily activities by the hour.
To make appointments (in person and by phone).
To demonstrate an understanding of how to use the telephone.

C/D

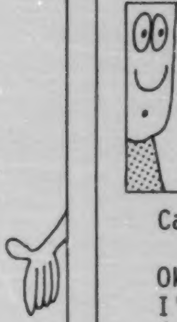
To make a social appointment.
To ask for job openings.
To change or cancel an appointment
To use a telephone directory.
To give a reason for cancelling or changing an appointment.

14 Appointments

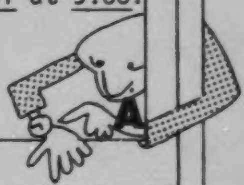
Chunk 1 Identify the time, state activities and make appointments

Situation

In person or on the phone



What time is it?	It's 9:00.
What time do you go to school?	I go to school at 9:00.
I want to see you.	
Can I see you?	When?
	What time?
Monday at ____ AM/PM.	



Can you meet me at ___ AM today?	Yes, I can.
PM	No, I can't. How about ___?
Okay. Fine.	
I'd like to see you.	Okay. When?
(_______).	
Meet me at the office.	When?
Monday at 9:00.	AM or PM?
(_______).	
Do you want to go to a party?	(_______).

B

Can I see you today?	(_______).
Can I meet you today at ____?	Where?
you me	
(_______).	I'll meet you today.

C/D

Vocabulary

9:00
(any time)

go to school
go to bed
go to sleep
get up
eat breakfast
eat lunch
eat dinner
study English
study ___

Monday
Tuesday
Wednesday
Thursday
Friday
Saturday
Sunday

meet you
see you
call you
come back

today
tomorrow
on Monday
on _____
again
tomorrow night

the office
the market
school
home

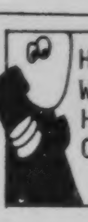
tonight

party
movie

Chunk 2 Make, change and cancel appointments

Situation

On the telephone
At the reception desk



Hello.	I need an appointment.
What's your name?	(______).
How do you spell that?	(______).
Can you come Monday at ___ AM?	Yes, I can. No, I can't.
	I'd like an appointment with the doctor.
Can you come Monday, June 12 at ____ AM ?	Yes, I can/No, I can't. Can I come today at 10?
(_______).	
Have you seen Dr. ___ before?	Yes, I have./No, I haven't.
	I'm very sick. Can I come today? I have to come today. right away.
	When is my next appointment?
Can you come back Monday at 3:30?	No, I have to work then.
Is ____ morning at 9 all right?	Yes./No.
	I have an appointment today, but I can't come. Can I change the time?
(_______).	
	Do you need any dishwashers?
Yes, we do.	I'd like an interview.

C

(_______).	I'd like to make an appointment with the personnel manager. social worker.
	I have to break my appointment.
	I can't keep my appointment.
	I can't make it on __ because __.
When can you come instead?	(_______).

D

Vocabulary

with the doctor				
with the dentist	for a check-up	Can I come	today	AM
for an interview	physical	How about	tomorrow	PM
			on ___	

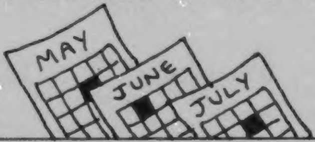
14 Appointments

Culture

Americans make appointments to see the doctor or dentist, to interview for jobs, to look at an apartment, to talk to the boss about a problem, to meet a teacher/counselor, etc. It is possible to just "drop-in" on friends, but people are often so busy that they have to make social appointments, as well.

- You need to have an appointment to see a doctor, except in an emergency.
- Appointments are very often made on the telephone.
- If you cannot keep a scheduled appointment you ought to inform the office or person beforehand. In the case of an appointment with a doctor you may be charged for the appointment even if you didn't go.
- It is a good idea to arrive early for an appointment. People arriving late may find themselves rescheduled for an appointment at a later date.
- Dental appointments are often made for weeks or months in advance.

Literacy



READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
(time) e.g. 9:00 9:15 9:30 9:45 **A**	(spell one's name)	a.m. p.m. AM PM	
B		(days of the week)	
(numbers in the hundreds) e.g. 256 **Options**		OFFICE Review (months) (abbreviations for days) SCHOOL MARKET DOCTOR	(time) e.g. 10:15

Reading and Writing

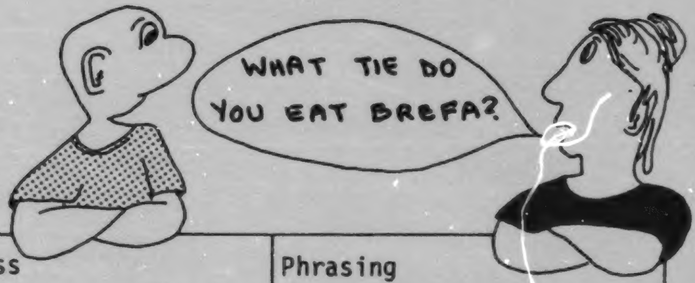
READING	WRITING
An appointment card.	C/D

Grammar

Polite Requests

Could Would Will	you please	stand up? come here? sit down?

Pronunciation


WHAT TIE DO YOU EAT BREFA?

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1

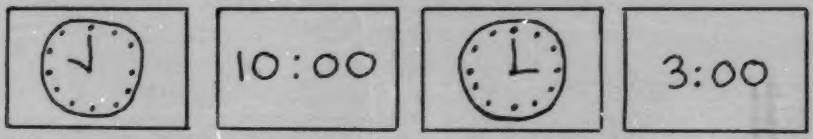
Day 2

Day 3

14 Appointments

Notes

1. Concentration. Play the game with 2 sets of cards that match clock faces to written times.

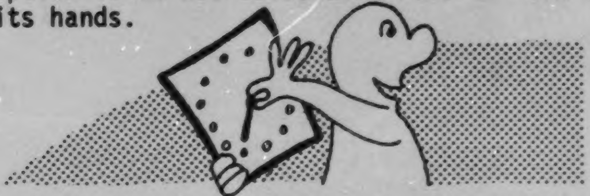


2. Role Play. Play the role of a secretary or receptionist in an office. Give students appointment cards that they need to fill out in the "office." Vary this by simulating a phone conversation.

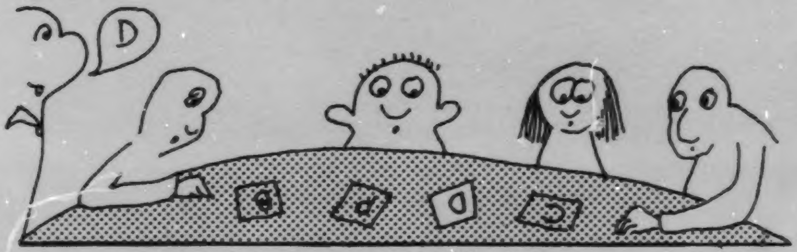
3. Language Exploration. Elicit different expressions and actions for cancelling or breaking appointments. Compare these and discuss appropriateness.

4. Cultural Exploration. Ask students to give examples of appointments they made in their countries. Have them specify how they set and observed appointment times. Choose an appointment situation in the U.S. and ask them to make observations about setting times and punctuality. Discuss the similarities or differences and have the students give reasons for the latter.

5. Literacy: Clocks. Distribute cardboard clocks with moveable hands to students and state a time, e.g. "9:30." Students move the hands to make the correct time. Vary this by having students work in pairs. One student moves the hands and the other gives the time. An option is to use Cuisenaire rods to form a clock and its hands.



6. Literacy: Letter Names. Prepare sets of alphabet cards. Put students in groups of 4 and give one set of cards to each. Hold up letter "B", for example, but say "D." Students work together to find "D" and hold it up. This can be played as a contest between teams.



Planning

144

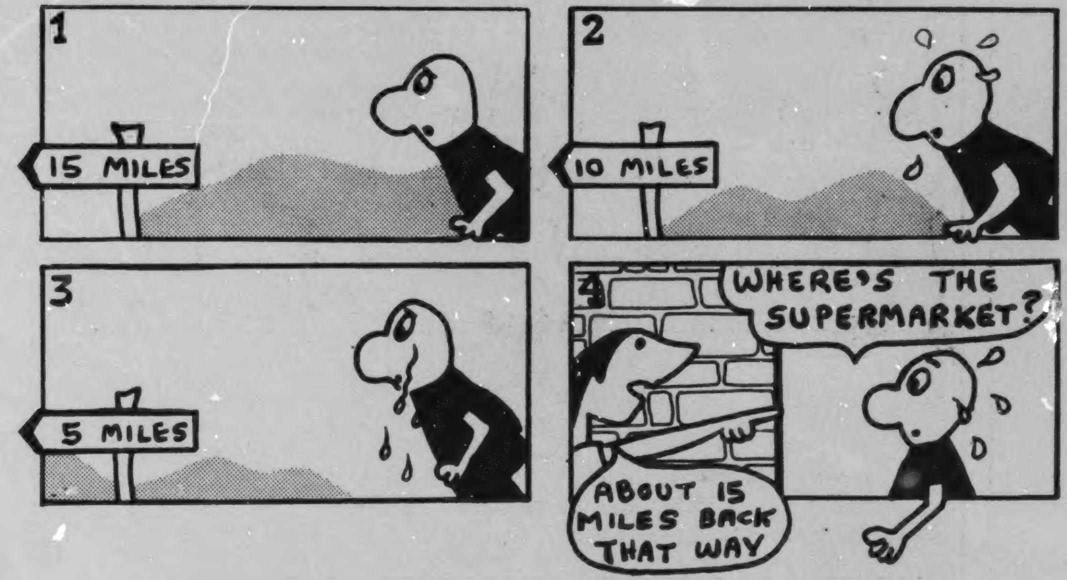
Planning

Have your students start writing in a daily diary, log or appointment book.

Unit 15

Transportation

Once they arrive, some people will have the means and ability to get a car fairly soon. Others will have to rely on buses and trains for some time. This unit gives students the basic language for getting from one place to another.



Purposes

A

To ask for the location of stores and businesses.
To ask for information/clarification about public transportation (cost, access, destination, arrival and departure times).
To respond to questions about destination.
To follow oral directions and a simple hand-drawn map in a familiar setting.

B

To ask for help for directions and locations.
To purchase tickets.
To ask for a bus transfer.

C/D

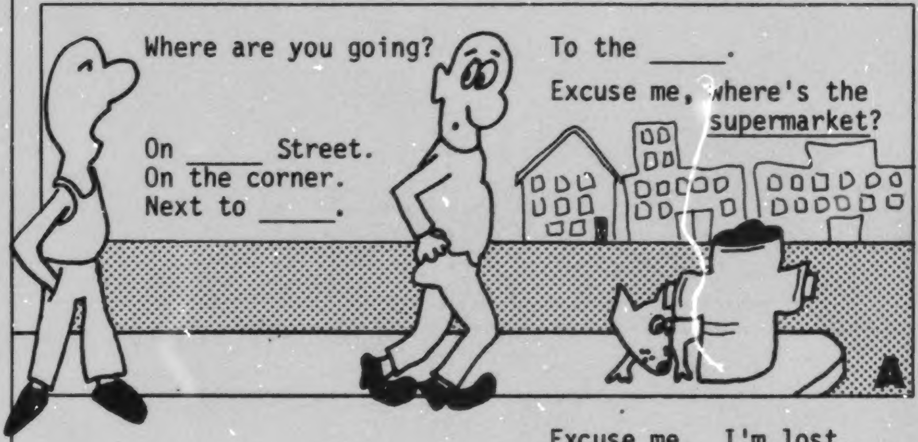
To ask for information about bus stops and schedules.
To buy a city-to-city bus ticket.
To find out travel times, distances and duration of travel.
To ask where to get off a bus or train.
To find out different means of getting to a place.

15 Transportation

Chunk 1 Ask for and respond to questions about destination

Situation

In the street with a stranger



Where are you going?

To the _____.

Excuse me, where's the supermarket?

On _____ Street.
On the corner.
Next to _____.

A

Excuse me. I'm lost.

Where's _____ Street?
the supermarket?

I don't know.
Go _____ blocks and turn left.
It's on the corner.

B

How far is it to the supermarket?

Not far.
Very far.
A long way.
_____ miles.
_____ kilometres.
_____ blocks.

C/D

Vocabulary

supermarket
department store
police department
fire department
drug store
bank
hospital

telephone

university
park
library
shopping center

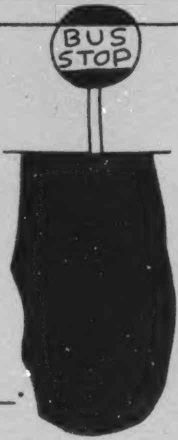
(c/d)

left
right

Chunk 2 Ask for information about public transportation

Situation

In the street
On the telephone with the local bus company



How are you going?	By bus. Which bus goes to the ____?
Number 15.	How much is it?
50 cents.	Do I need a transfer?
Yes.	Where do I transfer?
At _____ Street.	What time does bus number ___ come?
(It comes) at _____.	

A/B

	Which bus goes to the _______ theater? (name)
(_______).	What bus should I take to go to _______?
(_______).	Where is the bus stop for ________?
At the intersection of ____ Street and ____ Street.	Do I have to change buses?
(_______).	Has bus #15 come yet?
(______).	

C/D

Vocabulary

theater
bar
nightclub
disco
shopping center
university

beach
hotel
restaurant
library
museum

by bus
by car
walking

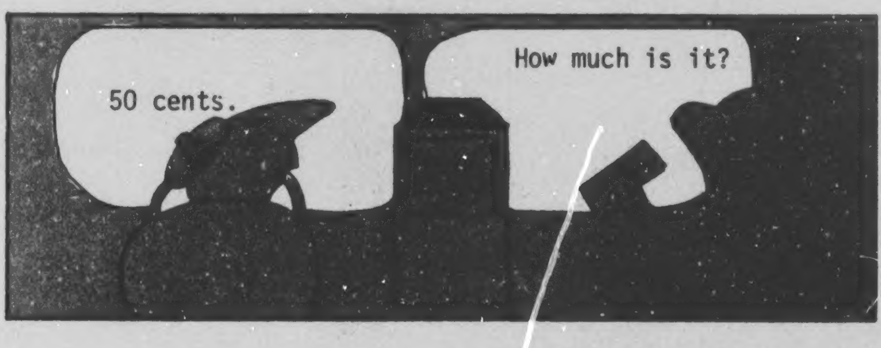
15
1-100

what time
when

Chunk 3 Ask about fares and bus stops

Situation

On the bus
Asking questions of the driver or other passengers on the bus


50 cents.
How much is it?

All right.	I'm going to the ______. Please tell me where to get off.

B

	Thank you.
(______).	Does this bus go downtown?
(______).	Is this my stop?
______, next stop.	I'm going to _____. Can you tell me where to get off?

C/D

Vocabulary

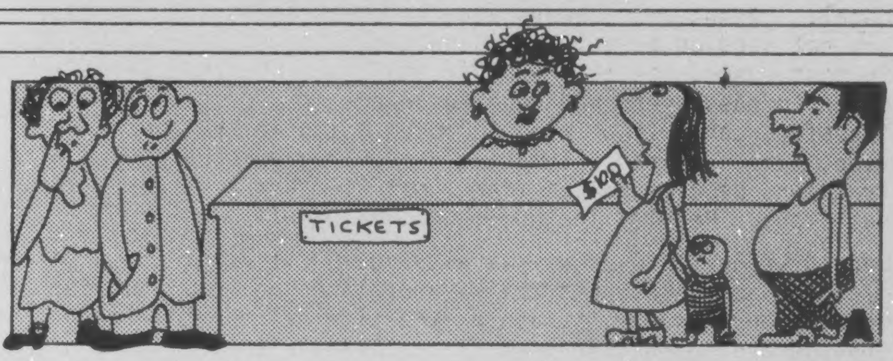
downtown
to the ______
to ______ St.

where
when

Chunk 4 Purchase city-to-city bus tickets

Situation

At a ticket counter in a bus station



What time does the bus from Houston arrive?

It arrives at nine.

Two tickets to _______, please.

One-way or round-trip?

One-way.

$ _____, please.

B

Could you tell me which bus goes to Houston?

(_______).
Adult or child?

Adult.

C

What is the cheapest way to get to ____?

(_______).

D

Vocabulary

Adult
Child
1 adult and 1 child
2 adults and ___ children

Houston
(other city names)

Could
Can

arrive
leave

from
to

two
(any number)

one-way
round trip

cheapest
fastest

15 Transportation

Culture

There are two types of public transportation: local and long distance. Local transportation is provided by buses, subways and taxis. Long distance transportation is provided by buses, planes or trains.

Local. Buses and subways are the cheapest ways to travel. Tickets are not used on buses. Buses have fare boxes next to the bus driver. On most buses, you must deposit the exact change. Transfers are given to passengers who need to change from one bus to another. Transfers can only be made to buses going in the same general direction, i.e. you can not make a round-trip on transfers. Also, transfers usually have a time limit (1-2 hours). Buses stop only at bus stops. People line up to get on and off.

Long Distance. Buses are usually cheaper than trains or planes. They often go to places that trains and planes do not. Bus tickets are usually purchased with cash at the time of departure at the station. One-way and round-trip tickets are available.

Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
(bus numbers) e.g. S27,28 Review (prices) e.g. $1.25 **A**		SUPERMARKET Review MARKET	
Review (time) 9:00 9:15 9:30 9:45 **B**		WALK DON'T WALK TICKETS	
(numbers in the hundreds) **Options**		POLICE POLICE DEPARTMENT DRUGSTORE BUS STOP STREET ST. TELEPHONE AVENUE AVE.	(numbers) (times) (prices)

Reading and Writing

READING	WRITING
The arrival/departure information board in a bus or train station.	**C**
Signs indicating routes, destinations and street names. Simple written directions to find a place. Bus, train and plane schedules (with assistance).	**D**

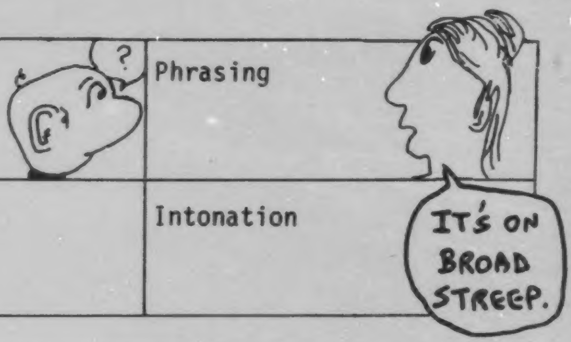
Grammar

Count/Non-Count Nouns

	coffee.
	milk.
	soup.
This is	a bottle.
	a cup.
	a bowl.
	a cup of coffee.

Pronunciation

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation



Day 1

Day 2

Day 3

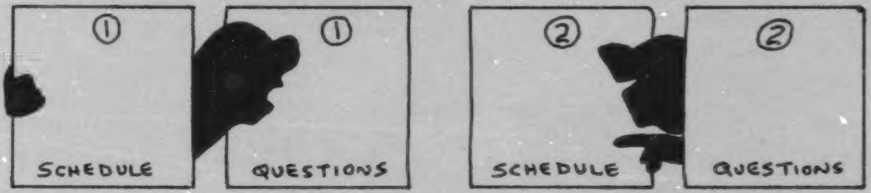
15 Transportation

Notes

1. Bus Schedule. Make a chart with numbers of buses, departure times, destinations, arrival times and fares. Use this as a basis for a question-answer exercise.

16a	9:30 am	9:45 am	Main St.	50¢
34	10:00 am	10:14 am	4 CORNERS	50¢
21b	10:15 am	10:36 am	3rd AVE.	75¢
48	10:32 am	11:01 am	APPLE RD.	75¢

2. Bus Schedule Dyad. Vary this by preparing two sets of handouts of the same schedule, each one missing different items of information. Students work in pairs to fill in the missing information by asking each other questions.

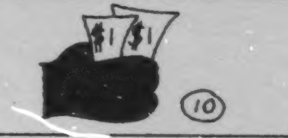
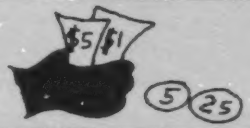


3. One Way/Round Trip. Divide students into three groups. Each group goes to a corner of the room (labelled Los Angeles, Chicago and New York). Simulate a ticket counter at each location where students have to purchase either one-way or round-trip tickets to another city. With their tickets, they can "travel" from one corner to another.

4. Concentration. Students play the game with two sets of cards, making matches between written names (BUS, SUPERMARKET, STREET) and pictures of these words.

5. Bus Map. Put a street plan of a city on poster board. Use Cuisenaire rods to represent city buses. Give students destinations and have them move the buses needed to reach there. Vary this by having students give each other destinations and describing routes to take.

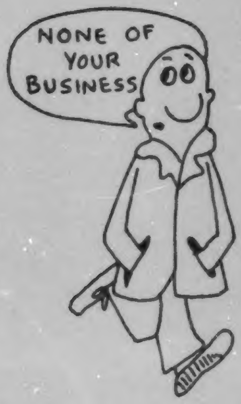
6. Literacy: Prices. Give each student a worksheet. Students count the amount of money seen and write the amount beside it. Ex:

	$2.10
	$

Planning

15 Transportation

Planning

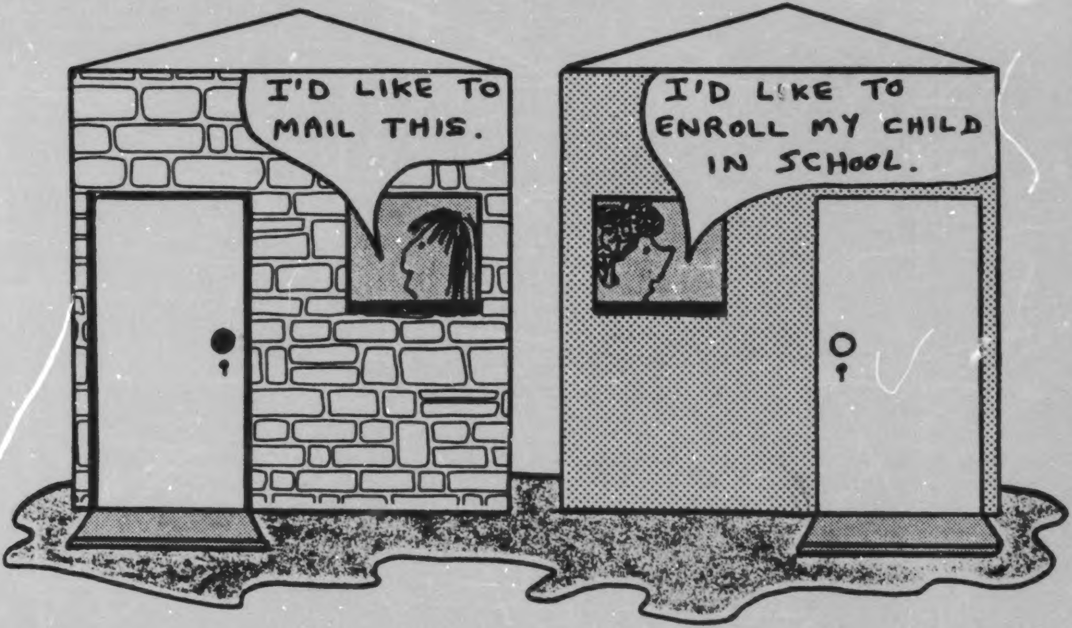

NONE OF YOUR BUSINESS

"Where are you going?" is not used with strangers or as a greeting.

Unit 16

Post Office/School

Community services such as post offices and schools are important. Knowing how to use the post office can provide a person with a simple way to accomplish a clear task and also give confidence in other situations. In this unit, students learn the language necessary for making purchases in the post office. Students also learn how to respond to and ask questions about enrolling children in school.


I'D LIKE TO MAIL THIS.
I'D LIKE TO ENROLL MY CHILD IN SCHOOL.

Purposes

A
- To ask for stamps and aerogrammes.
- To ask about mailing prices and make purchases.
- To locate places to mail letters (US MAIL, POST OFFICE).
- To correctly address an envelope or package.
- To respond to questions about the education of one's children.

B
- To respond to questions about one's address and destination.
- To locate places to mail letters (mail slots).
- To ask questions about school for one's children.

C
- To find out about the availability of adult ESL classes.

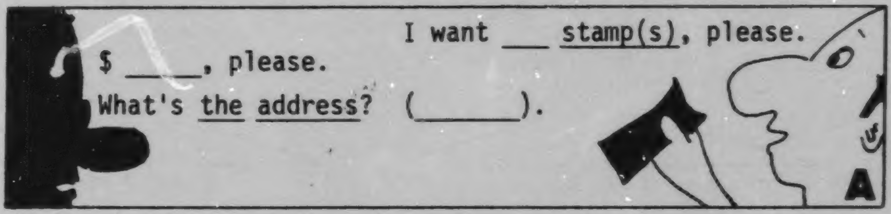
D
- To ask for information about mailing by different means.
- To describe the education of one's child.
- To ask and respond to questions about school enrollment.

16 Post Office/School

Chunk 1 Ask about stamps and mailing prices

Situation

At the counter in the post office



	I want ___ stamp(s), please.
$ _____, please.	
What's the address?	(______).

Can I help you?	I'd like to mail this. this package (to Laos).
That's $ _____.	
	I want to mail this package to ___.
Airmail or surface mail?	(______).
That's $ ______.	

B

	How much is a first-class stamp?
(_____ ¢).	
	I'd like two 20¢ stamps, two 40¢ stamps and four aerogrammes.
That's $ ______.	
This letter doesn't have the address.	(______).
	What's the zip code for Oakland? this address?
(______).	

C/D

Vocabulary

Laos
Cambodia
Vietnam

mail
send

stamp(s)
aerogramme (s)

address
street
street number
apartment number
city
state
zip code
return address

a first-class stamp
an air mail stamp
a stamp (within the U.S.)
a stamp to _____
an aerogramme

the
your

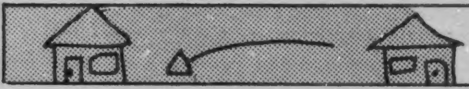
Oakland
(other cities)

two 20¢/two 40¢/four
(other combinations)

Chunk 2 Ask questions about mailing and get forms
Ask how someone is doing in school

Situation

At the counter in the post office



I'd like a change of address form, please. **C**

Can I help you?

How should I send this?

(Send it) airmail.

Which way is the fastest?

(_______).

How long will it take to get there?

(_______).
It'll take about a week.

I'd like to register this.

Please fill this out. **D**

Vocabulary

fastest	this	I'd like	register	a week
best	it	I want	insure	2 days
cheapest		I need		2 weeks
safest			airmail	
			surface mail	

Situation

In an office or classroom at a school.

How is my son doing?

He's doing fine.
He needs to do better.
He could be doing better.

C/D

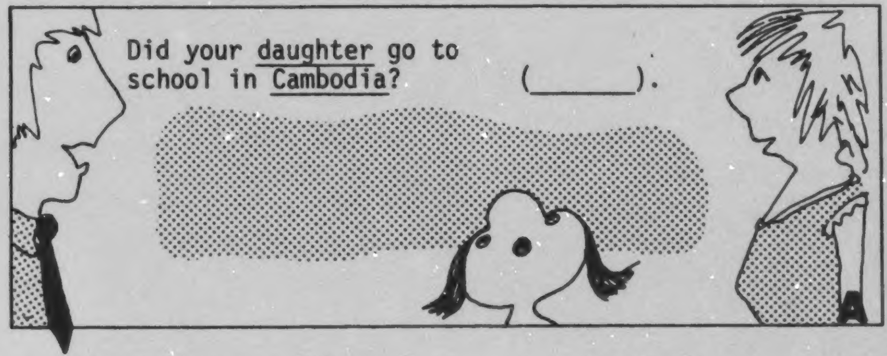
Vocabulary

my son	He	fine
my daughter	She	OK
my child		better
(name)		

Chunk 3 Respond to questions about school

Situation

A casual conversation with a friend or neighbor
In an office (sitting at a desk or standing at a counter)



Did your daughter go to school in Cambodia? (______).

How many years did your daughter go to school? (______).

B

Did she go to school in Cambodia? Yes/No.

C/D

Vocabulary

she
he
they

How many years
How long

Cambodia
Laos
Vietnam
(other)

daughter
son
child
children

Chunk 4

Respond to and ask questions about school

Situation

In a casual conversation with a friend or neighbor
In an office at a school

What is your daughter's name? are	(______).
How old is she? are	(______).
Can she speak English?	(______).
	When does she go to school? Where
(______).	
	What's her teacher's name?
________.	

B

	I'd like to enroll (my daughter) in school.
	What grade is she in? are
First grade. She'll be in kindergarten. She's in _____.	
	What class am I in?
You're in ____.	
	What time does school start? When
School starts on Monday. It	
	What's her teacher's name?
Her teacher's name is ____.	
	What room is ___ in?
___ 's in room ____.	

C/D

Vocabulary

kindergarten
the first grade
the _____ grade

daughter
son
child
children

on Monday
on _____
at 8:00
at _____

her
his
their
my/your

speak
read
write

start
get out

school
ESL class

first
second
third
fourth
fifth
sixth
seventh
eighth

ninth
tenth
eleventh
twelfth

she
he
they

does
do

16 Post Office/School

Culture

Post Office. Letters and packages mailed in the U.S. should have the main address and the return address (in the upper-left-hand corner). Zip codes should always be included. The zip code is a 5 digit number which indicates the state, city and zone a letter should be sent to. Mail is sorted by computer. If there is no zip code, mail will be sorted by hand and delivery will be delayed.

- If you send cash in letters, it may be stolen. Use a check or money order instead.
- Within the U.S., all letters go by air. Overseas mail goes by air (more expensive) or surface (long delivery time). Surface mail usually goes by boat.

School. All children between the ages of six and sixteen must attend school. Public school (up to 12th grade) is free. Private schools are available, but you have to pay tuition and fees.

- Children will usually be enrolled in ESL classes for a period of time after arrival.
- Church groups, voluntary agencies and international institutes often offer adult ESL classes.

Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
Review U.S. (prices) **A**		POST OFFICE	Review (one's address)
Review (time) **B**		U.S. MAIL	
(ordinal numbers) e.g. FIRST SECOND **Options**	(zip codes) e.g.05301	STAMPS AIRMAIL LOCAL OUT OF TOWN EDUCATION NUMBER OF YEARS AGE COUNTRY LANGUAGE(S)	(write own address as a return address)

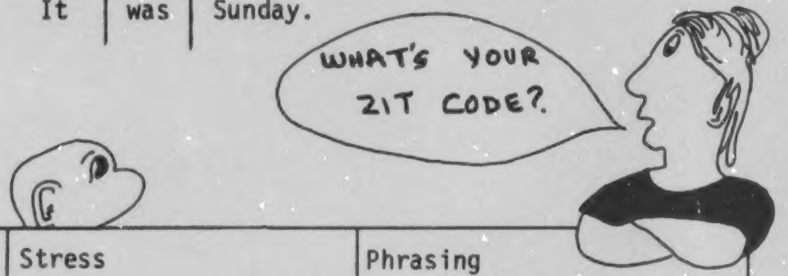
Reading and Writing

READING	WRITING
	Fill out a change of address form. A note to report or explain a child's absence. C
Common signs found in recreation or other public areas. (Do Not Litter, No Trespassing, etc.). Respond appropriately to notices, forms and other communications sent by school.	Fill out postal forms for registration, customs, etc. D

Grammar

Simple Past	I				I	
TO BE	You				you	eat?
Yes-No Questions	He	was	late.	Did	he	sleep?
	She		sick.		she	go?
	It	was	Sunday.			

Pronunciation


WHAT'S YOUR ZIT CODE?

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

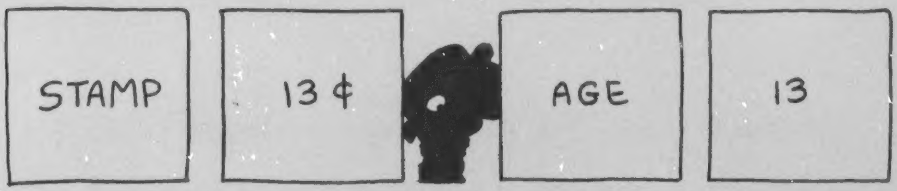
Day 1

Day 2

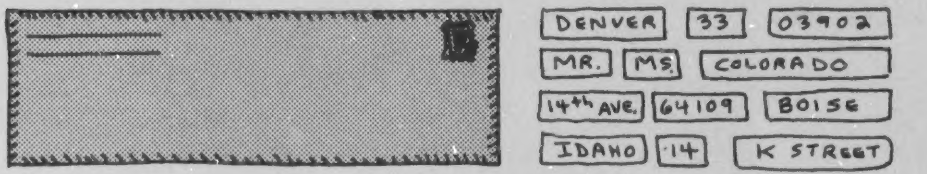
Day 3

Notes

1. Go Fish. Prepare sets of cards with a variety of matching pairs. Divide the students into groups of 4 students. Each gets 4 cards, the rest of the cards are in a pile. The object of the game is to make matching pairs by asking the others if they have the card in question in their hand. If they do, they give it. If they don't, they say "Go Fish" and the student takes a card from the pile. Possible matches:



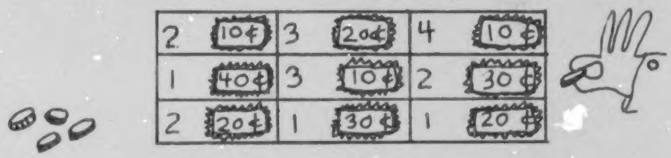
2. Envelope Board. Make a large "envelope" on a piece of poster board (2½'x 4'). On separate cardboard strips, write names, titles, numbers, street names, city names, state names and zip codes. Mix the strips together and have the students sort them into piles according to category. Then have the students select strips from each pile to compose addresses on the envelope board.



3. Characters. Have students draw pictures or use photographs to create identities for 2-3 school-age children. Have them include names, ages and previous schooling. Have them present their "children" to the class. An option is to have students do the same biographies for their own children (see Family Tree in Unit 3). As a follow-up, simulate an interview between a parent and a school official.

4. Postage Chart. Prepare a chart with information about postage fees for airmail, surface mail, money orders. Use the chart as a basis for question-answer practice. As a follow-up, prepare a set of "problem" cards which students read and solve by looking at the chart.

5. Literacy: Tic Tac Toe. Each pair of students has one card and 5 markers. To put a marker down, students must say the number and price aloud. Students try to get 3 markers in a row.

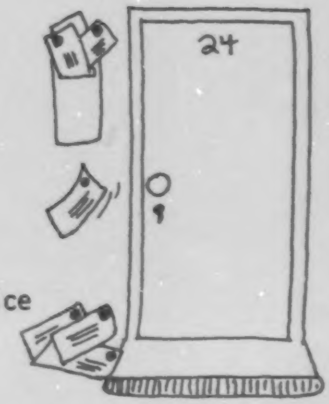


2 10¢	3 20¢	4 10¢
1 40¢	3 10¢	2 30¢
2 20¢	1 30¢	1 20¢

Planning

16 Post Office/School

Planning

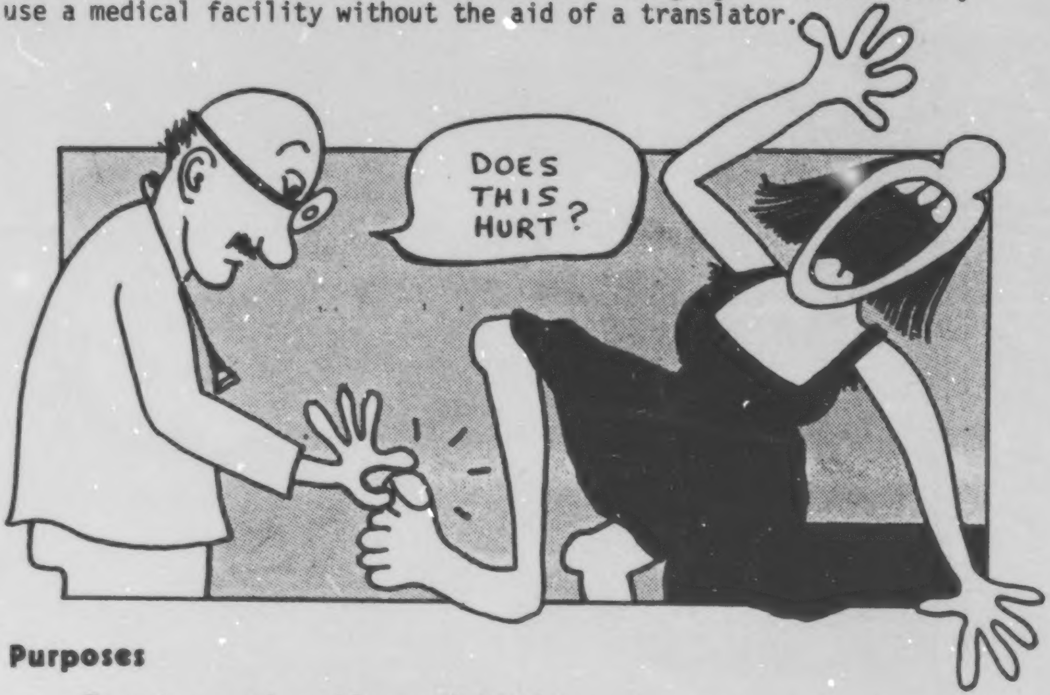


Stress the importance of informing the post office when moving.

Unit 17

Medical (2)

When someone is sick or has a family member who is sick, the person is hit with a series of challenges: making an English speaker aware of the problem, arranging for a time to be treated, finding the facility and responding to instructions during the medical examination. This unit provides students with the basic language to successfully use a medical facility without the aid of a translator.


DOES THIS HURT?

Purposes

A

To set up and verify appointments.
To ask questions about the location of appropriate medical facilities.
To give information about injury or illness.
To respond to instructions during a medical exam.
To spell one's name.
To answer questions about injury, illness and general condition.

B

To accept and change appointments.
To describe an illness or injury of a family member.

C

To describe medical history of oneself and a family member.
To indicate need for an interpreter.

D

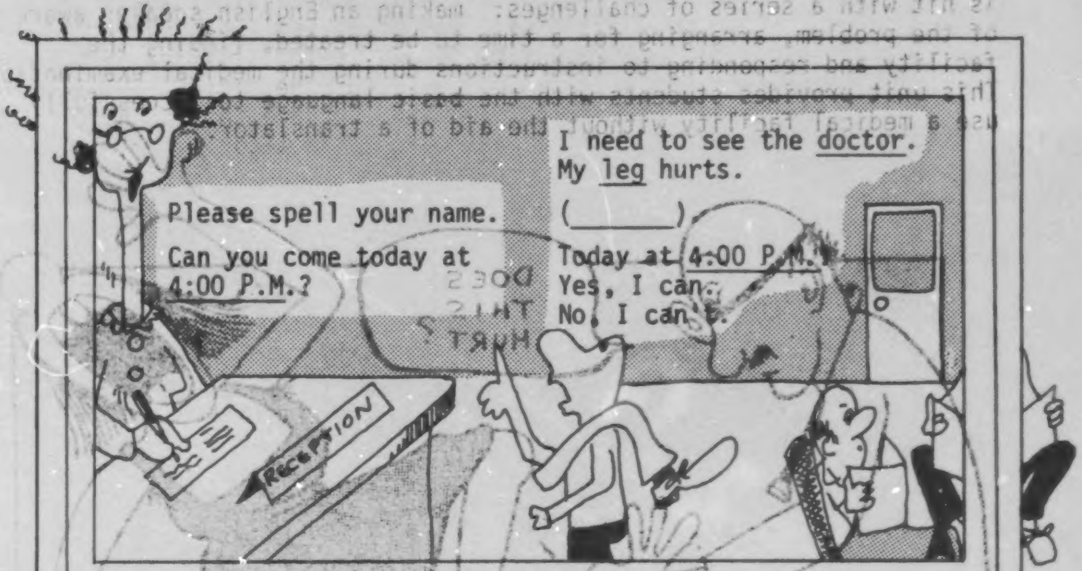
To respond to questions about means of payment (insurance).
To get information about a hospital patient's location and condition.
To call and report lateness for an appointment.
To make appointments giving name, address, telephone number and problem.

17 Medical (2)

Chunk 1 State one's problem and make an appointment

Situation

On the telephone
At the reception desk in a doctor's office



Please spell your name.

Can you come today at 4:00 P.M.?

I need to see the doctor.
My leg hurts.
(_______).

Today at 4:00 P.M.?
Yes, I can.
No, I can't.

When can I see a doctor?

How about today at 4:00 P.M.? I can't, I'm busy.
Can I come at _____?
tomorrow at ____?

Tomorrow at _____ is O.K.

B

I need an interpreter.

What language do you speak?

I speak Lao.

C/D

Vocabulary

leg
tooth
eye (s)
ear (s)
stomach
back
chest
arm(s)
hand(s)

today
May 10th
June 20th
etc.

4:00 P.M.
4:15 P.M.
4:30 P.M.
4:45 P.M.

blood test
urine sample
stool sample

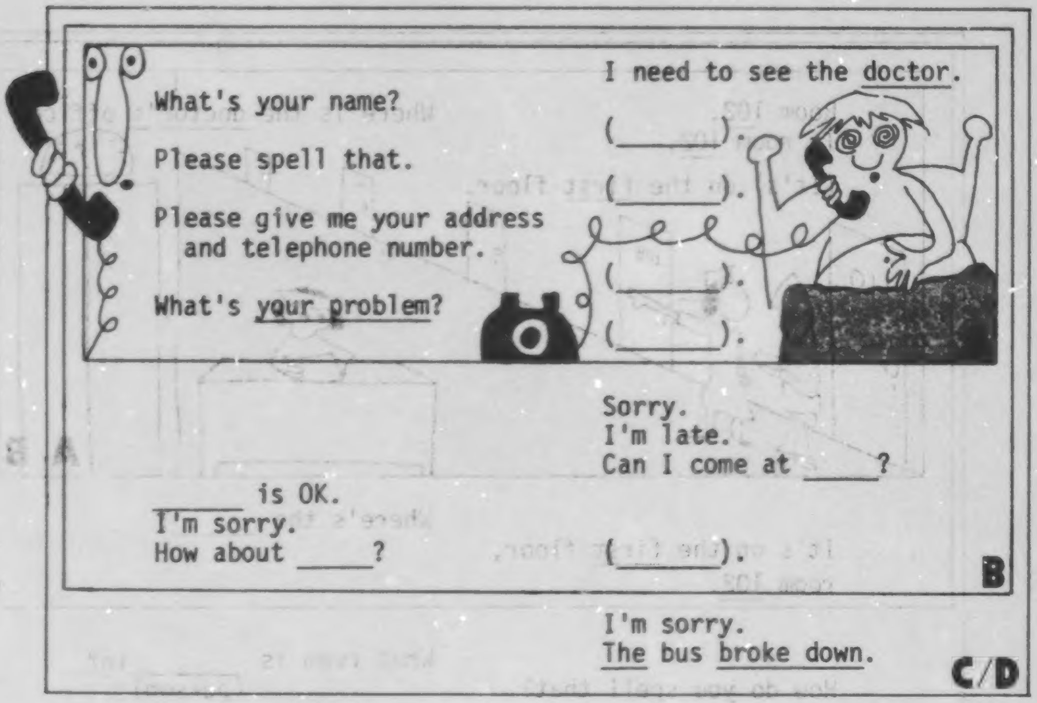
doctor
dentist

Lao
Hmong
(other)

Chunk 2 Make an appointment and report lateness

Situation

On the telephone


What's your name?
Please spell that.
Please give me your address and telephone number.
What's your problem?
I need to see the doctor.
(_____).
(_____).
(_____).
(_____).
Sorry.
I'm late.
Can I come at ____?
_____ is OK.
I'm sorry.
How about ____?
(_____).
B
I'm sorry.
The bus broke down.
C/D

Vocabulary

your problem
the matter

doctor
dentist

broke down
was late

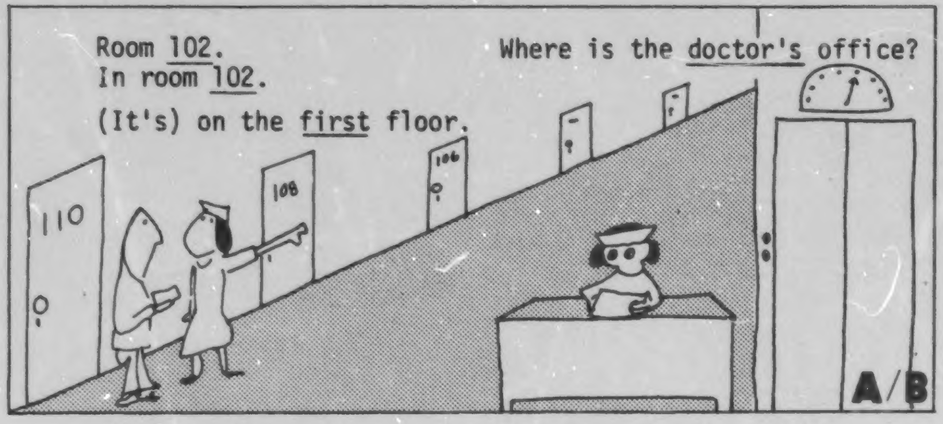
the
my

17 Medical (2)

Chunk 3 Locate medical facilities and a particular person

Situation

On the street, in a hospital hall or at the reception desk



Room 102.
In room 102.
(It's) on the first floor.

Where is the doctor's office?

It's on the first floor,
room 102.

Where's the _____?

C

How do you spell that?

What room is _______ in?
(person)

_ _ _ _   _ _ _ _ _

Room 102.

He's better.

How is he doing?

(______).

D

Vocabulary

doctor's
dentist's

laboratory
lab
X-ray lab
(c/d)

first
second
third
fourth
fifth

102
210
315
409
4a

he
she

better
OK
much better
about the same

Chunk 4 Describe and answer questions about one's problem and medical history

Situation

In an examination room at the doctor's office or at the hospital

How long has your leg hurt?	For ____ day(s).	A
How long have you been sick?	(I've been sick) (for) ______ day(s).	
Does this hurt? it hurt here?	Yes/No.	
What's the matter? wrong?	I feel _____. I have a stomachache.	B
	I have a stomachache. My leg hurt(s). I can't sleep. I'm handicapped.	C
Have you ever had malaria? Has anyone in your family ever had ______? Has there been ____ in your family?	Yes/No.	
Do you have a medical plan? medical insurance?	(______).	D

Vocabulary

a stomachache
a backache
an earache
a toothache
a headache
a fever

a rash
a sore throat
pains
pains in my chest (c/d)
problems with my eyes
trouble sleeping
worms

day (s)
week(s)
month(s)
hour (s)

sleep
eat
drink
work
read

hurt(s)
ache(s)
itch(es)

leg
tooth
eye
ear
stomach
back
chest
arm(s)
hand(s)

muscle (c/d)
body

sick
bleeding
vomiting
dizzy

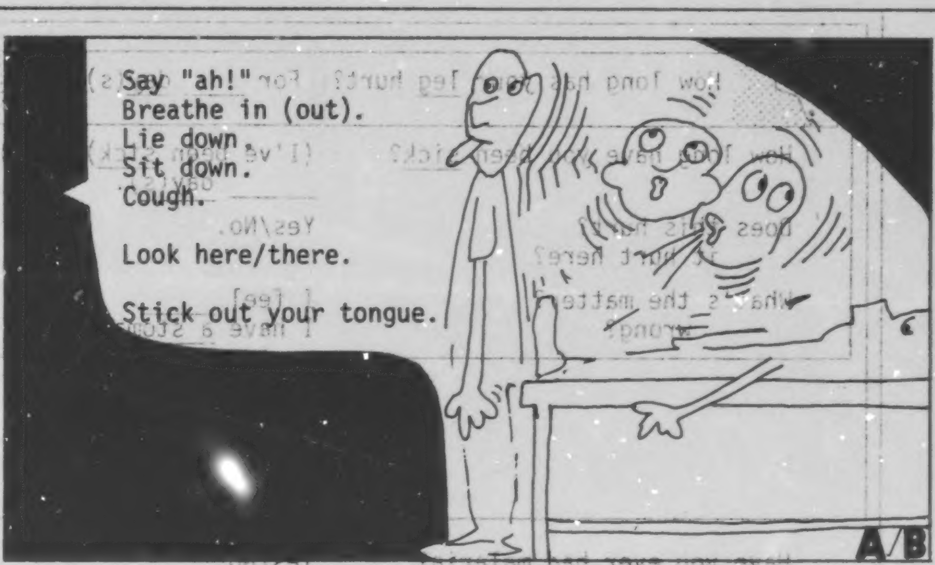
run-down (c/d)

malaria
cancer
heart trouble
mental problems
diabetes
ulcers
a stroke

Chunk 5 Respond to instructions during a medical exam

Situation

In an examination room at the doctor's office or at the hospital



Say "ah!"
Breathe in (out).
Lie down.
Sit down.
Cough.

Look here/there.

Stick out your tongue.

I have to examine you.
You need an operation.
Inhale/Exhale.

You need a ____.

When can I come for a blood test?

C/D

Vocabulary

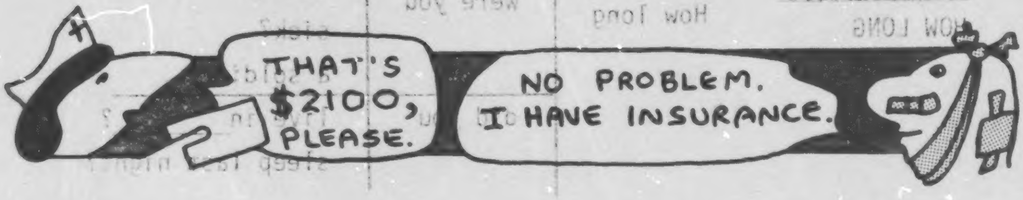
an operation
a chest X-ray
a check-up
a TB check
an eye examination

blood test
stool sample
urine sample

Culture

To cope with medical costs, many people have health insurance. It can usually be obtained through your employer. You can also buy insurance privately (not through an employer), although it is more expensive. Many health insurance plans do not cover dental expenses, drugs or visits to the emergency room.

- Private doctors are expensive and you have to pay for each visit at the time of the visit. Appointments are usually made over the phone.
- Community clinics are supported by the government or by charitable organizations. Patients pay according to how much they earn. Medicaid (government medical insurance) is usually accepted as payment. Service is sometimes on a first come-first served basis.
- Out-patient clinics, where patients stay only long enough to be treated, are attached to hospitals and may or may not be private.


THAT'S $2100, PLEASE.
NO PROBLEM. I HAVE INSURANCE.

Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
Review (time) **A**	Review (spell one's name)		
(floor numbers) (room numbers) (elevator numbers) **B**		Review (days of week) (months of year)	
(ordinal numbers) e.g. FIRST SECOND **Options**		UP/DOWN ELEVATOR X-RAY LAB	

17 Medical (2)

Reading and Writing

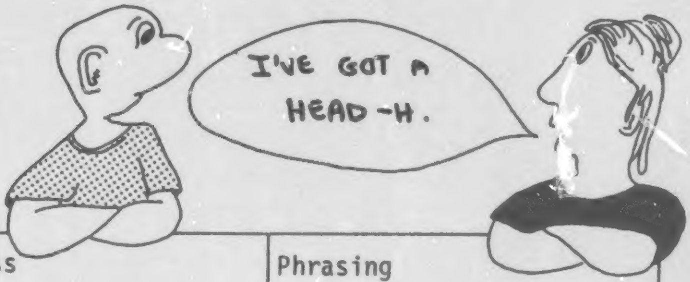
	READING	WRITING
C	Time, date and name of the doctor or nurse on a medical appointment card.	
D		Fill out a standard medical history form with the use of bilingual reference materials.

Grammar

Question Word
HOW LONG

How long	were you	there?
		sick?
		a soldier?
	did you	live in ______?
		sleep last night?

Pronunciation


I'VE GOT A HEAD-H.

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1 ______

Day 2 ______

Day 3 ______

Notes

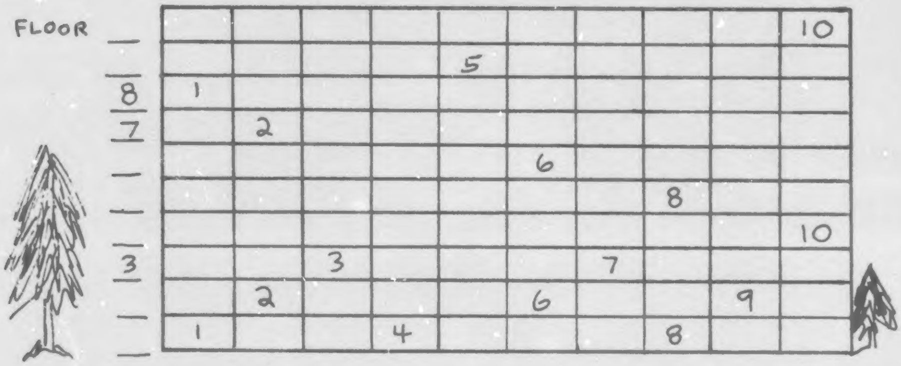
1. Symptoms. Use four different Cuisenaire rods to represent lengths of time (white = hour; green = day; pink = week; yellow = month). Numbers of rods convey the length of time, e.g. two white rods means two hours. Put a piece of masking tape on a part of a student's body to elicit "My ____ hurts." The rods then cue the length of time. Vary this by putting the tape on a picture of the human body. Have students work in small groups to ask and answer questions using rods and tape as cues.

2. My Body/Your Body. Review parts of the body by making false statements which students must "correct." One person stands in the center of a circle of students, points to his/her hand, saying "This is my mouth." The students must respond by pointing to their mouths and saying, "This is my hand." The student who makes an error goes to the center of the circle and continues the activity.

3. Simulation. Set up a "reception desk" and an "examination room" in a clinic. Assign roles of the doctor, the receptionist and patients. Have the students make appointments, return to the office, wait and then see the doctor. For advanced classes, give students appointment cards and prescriptions. Vary this by including a pharmacist in a drugstore.

4. Picture Sequence. Prepare a series of pictures that represent the various steps in getting medical treatment: symptoms, making an appointment with the doctor, seeing the doctor and getting treatment. Include a variety of symptoms and treatments. Have the students arrange these pictures in the proper sequence and describe the series of events. Vary this by including ailments which do not require a visit to the doctor or ones that should be treated in the emergency room of a hospital.

5. Literacy: Office. Give each student a worksheet showing a 10 story office building with several rooms on each floor unnumbered. Students complete the worksheet by writing in floor numbers and room numbers.



17 Medical (2)

Planning

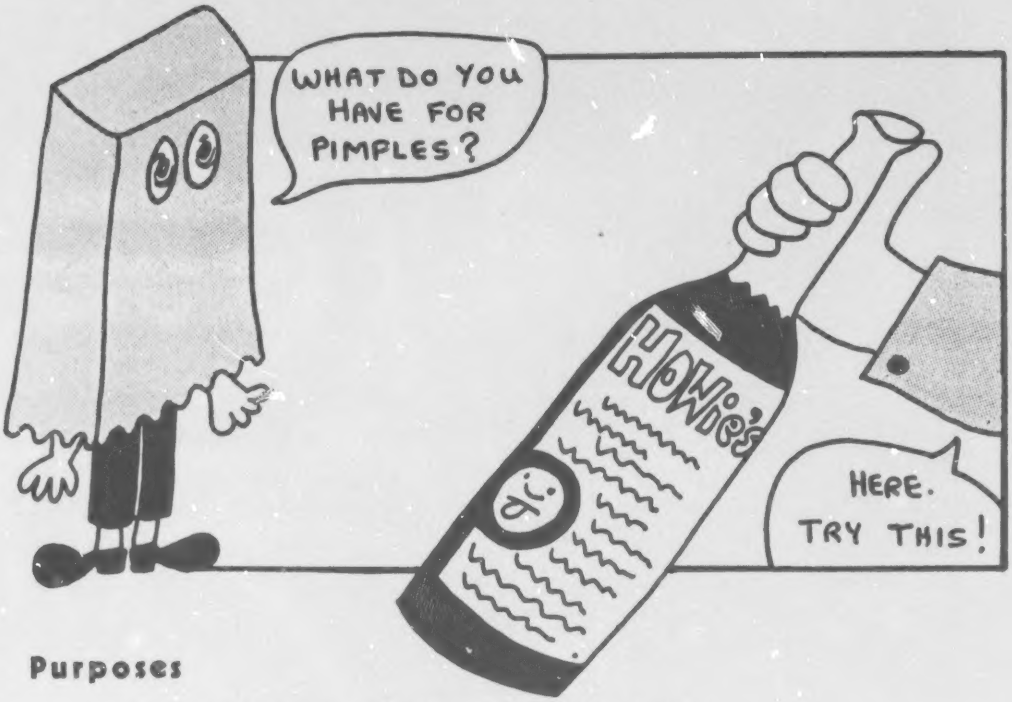
WE'VE GOT A REAL PROBLEM

"Wounded in the front arm" and "paralyzed in the abdomen" are interesting medical conditions but doctors need simpler, more accurate statements. Help your students state their symptoms exactly.

Unit 18

Drugstore

Unlike other countries, many drugs in the U.S. require a prescription before purchase. Also, proper use of prescription drugs requires reading labels or understanding oral instructions. In this unit, students learn the language necessary to read instructions, ask appropriate questions and make purchases in a drugstore.


WHAT DO YOU HAVE FOR PIMPLES?
HOWIE'S
HERE. TRY THIS!

Purposes

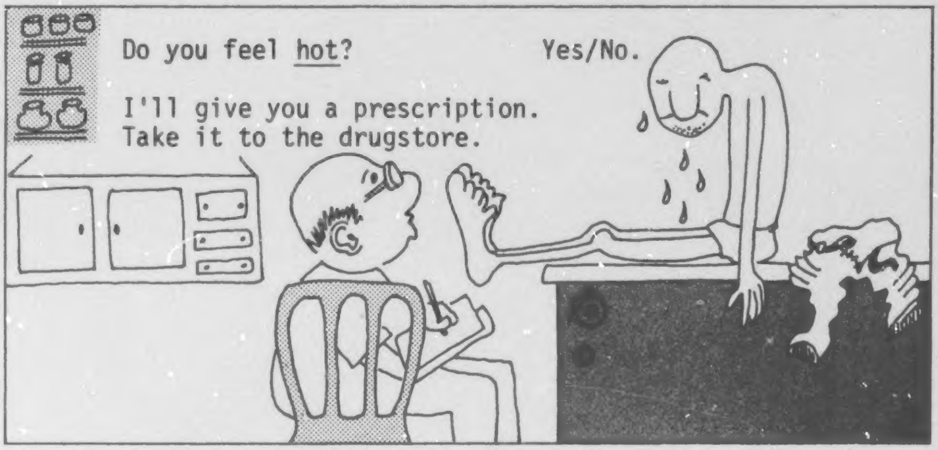
A	To respond to questions about symptoms. To purchase medicines. To follow instructions for taking medicine.
B	To ask about instructions for taking medicine. To ask questions of a medical examiner about oneself or a family member. To ask for clarification of a prescription.
C/D	To find appropriate over-the-counter medication. To get a prescription filled and refilled. To buy non-drug items in a drugstore. To ask questions about treatment plan.

18 Drugstore

Chunk 1 Answer questions about symptoms and ask about treatment

Situation

In the examination room



Do you feel hot? Yes/No.

I'll give you a prescription.
Take it to the drugstore.

Do you have any pain? Does ____	Yes, here. No.
	Can I work?
Yes, you can. No, you should rest.	

B/C/D

Vocabulary

hot
cold
tired
dizzy
weak

you/I
he
she

sick

nauseous
nervous
(c/d)

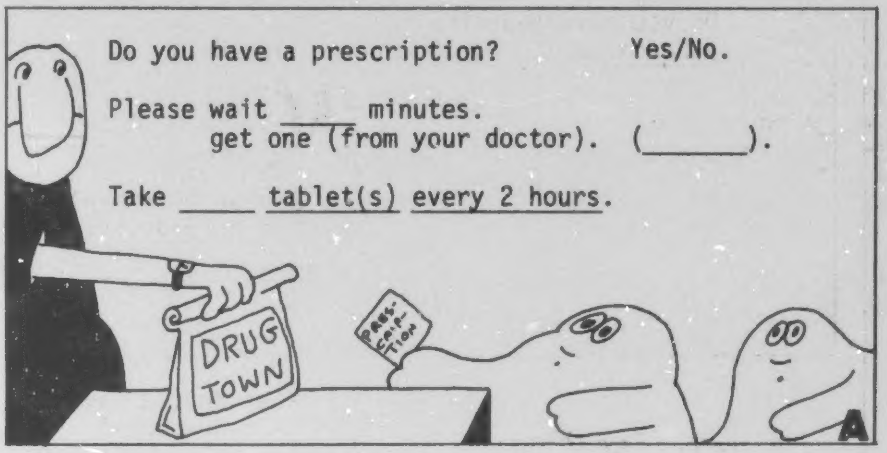
work
go to work
go to school
go outside

rest
stay home
stay in bed

Chunk 2 Get a prescription filled

Situation

At a prescription counter in a drugstore



Do you have a prescription? Yes/No.

Please wait ____ minutes.
get one (from your doctor). (______).

Take ____ tablet(s) every 2 hours.

How many should I take?

Take ____ every 2 hours.

How often?

Every 2 hours.

B

I'd like a refill, please.

(______).

C/D

Vocabulary

every 2 hours
every ____ hours

before / after
- meals
- breakfast
- lunch
- dinner

once a day
twice a day (b)
three times a day

at bedtime
before you sleep (c/d)

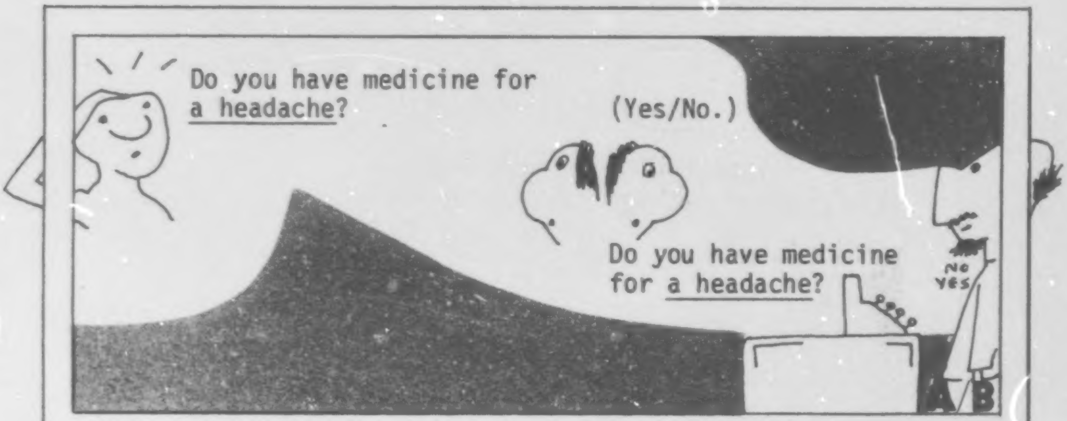
tablet(s)
teaspoon(s)
tablespoon(s)

18 Drugstore

Chunk 3 Purchase over-the-counter drugs and non-drug items

Situation

In a drugstore


Do you have medicine for a headache?
(Yes/No.)
Do you have medicine for a headache?
No
Yes
A/B

Here. Try this.
Look over there.

What do you have for a headache?

What do you need?

I have to buy some shampoo.
I have to buy a brush.

C/D

Vocabulary

shampoo
toothpaste
perfume
make-up
lipstick
powder
nail polish
razor blades
shaving cream
film
jewelry
band-aids
bandages
alcohol
cotton
kleenex
toilet paper

a headache
a toothache
a backache
an earache

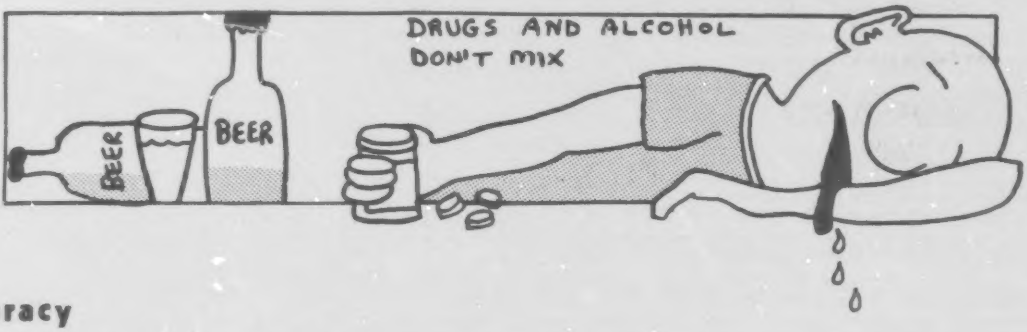
constipation
diarrhea
sore muscles
a cold
pimples
a cough
(c/d)

brush
comb
razor
toothbrush

Culture

A drugstore sells drugs, health products and beauty aids. They often sell and develop camera film. Many drugs that can be bought over the counter in other countries require a prescription in America. When purchasing prescription drugs, the customer takes the prescription written by a doctor to the pharmacist. The pharmacist works behind a counter usually wearing a white coat. Often the pharmacist will ask you to wait or come back later to pick up the order.

- Some drugs are dangerous when taken with beer or alcohol. Ask the pharmacist if you can drink.
- Pharmacies can be found in hospitals, shopping malls, in town or in large supermarkets.


DRUGS AND ALCOHOL DON'T MIX
BEER
BEER

Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
Review (aisle numbers) 2A 6B **A**		DRUGSTORE CLINIC	
B		PHARMACY TEASPOON TABLESPOON TABLET (abbreviations) TSP TBSP	
ONE TWO THREE **Options**		(prescription labels) PRESCRIPTION OUT-PATIENT PHARMACIST	

Reading and Writing

READING	WRITING
Labels on prescription medicine (including abbreviations and warnings).	**C**
The generic names of common non-prescription medicines. Ex: ASPIRIN, COUGH SYRUP.	**D**

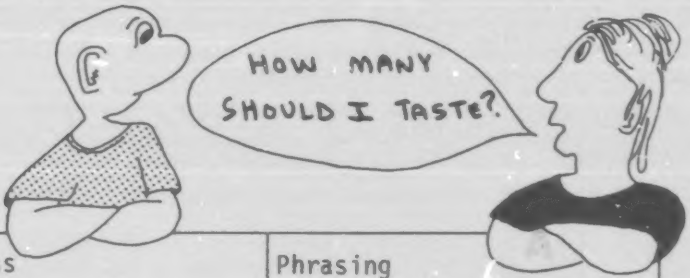
Grammar

Question Word

WHY

Why	are you	late?
	is he	eating?
		drinking?
		going to town?

Pronunciation


HOW MANY SHOULD I TASTE?

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

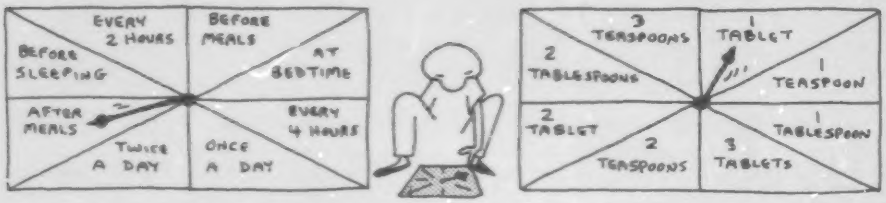
Day 1

Day 2

Day 3

Notes

1. Spinner. Make spinner cards for number of pills and when to take them. Have students practice the questions and spin to cue the answers.

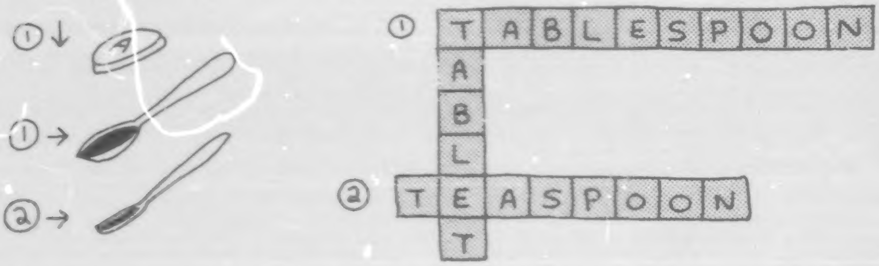

EVERY 2 HOURS
BEFORE MEALS
BEFORE SLEEPING
AT BEDTIME
AFTER MEALS
EVERY 4 HOURS
TWICE A DAY
ONCE A DAY
3 TEASPOONS
1 TABLET
2 TABLESPOONS
1 TEASPOON
2 TABLET
1 TABLESPOON
2 TEASPOONS
3 TABLETS

2. Memory Table. To practice vocabulary, bring 5-20 objects found in a drugstore and put them on a table. Cover the objects with a cloth. Remove the cloth for 20-30 seconds to allow the students to study the items. Then cover them with the cloth. Have the students work alone or in groups to record what they saw. Compare and check lists. Vary this by asking students to record the position of items. For advanced classes, include several items that are the same so that they have to use more language to distinguish among items.

3. Cultural Exploration. Ask students to describe how a certain illness is treated in their countries. Put this information (in words or pictures) on a large piece of newsprint. Then have them describe how this same illness is likely to be treated in the U.S. Have them discuss and explain similarities and differences.

4. Picture Narrative. Distribute drawings or photographs of sick persons to students. Have them prepare a brief paragraph describing a person's illness and treatment. Provide a model for students by putting key words or pictures on the blackboard.

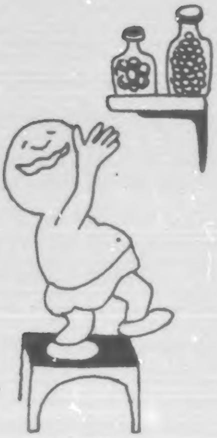
5. Literacy: Crossword. Prepare a crossword puzzle using words the students already know. Pictures can be used as cues. Ex:


①↓
①→
②→
①
T A B L E S P O O N
A
B
L
②
T E A S P O O N
T

6. Simulation. Set up the classroom to resemble a drugstore, with a prescription counter and aisles. Have students play the roles of pharmacist, cashier and customers. Give task cards to the customers.

18 Drugstore

Planning

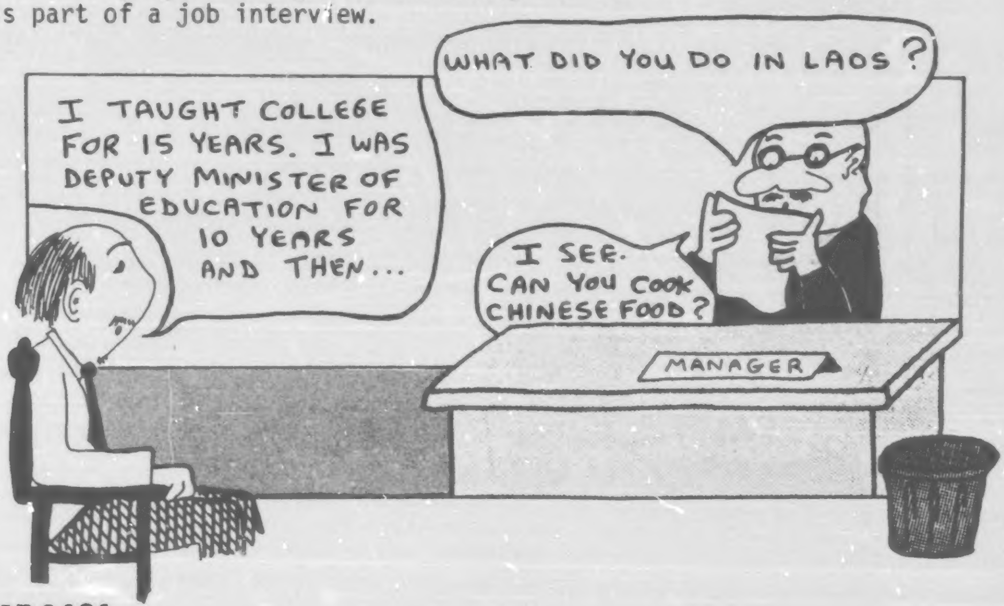


Stress the need to keep prescription and non-prescription drugs out of the reach of children.

Unit 19

Employment (2)

Not long after arrival, a person will probably need to express the need for a job and even for a particular type of job. Once the person is in the interview situation it is also necessary to provide information about past work experience. This unit gives students exposure to several language exchanges so that they are better able to cope with this part of a job interview.


WHAT DID YOU DO IN LAOS?
I TAUGHT COLLEGE FOR 15 YEARS. I WAS DEPUTY MINISTER OF EDUCATION FOR 10 YEARS AND THEN...
I SEE. CAN YOU COOK CHINESE FOOD?
MANAGER

Purposes

A

To indicate a need and preference for a job.
To provide information about one's present occupation.
To provide information about one's past occupation.
To answer questions about one's job history and work experience.
To identify entry-level jobs in the U.S.
To identify one's job skill areas.

B

To respond to questions about one's job skills.
To respond to questions about one's educational background.
To indicate one's job preferences (to employer, friends or sponsor).

C/D

To give appropriate information when applying for a job.
To indicate duties, qualifications and working hours of employees in entry-level jobs.
To describe work experience in detail.
To describe areas of previous study.
To state ability to use tools, equipment and machines.

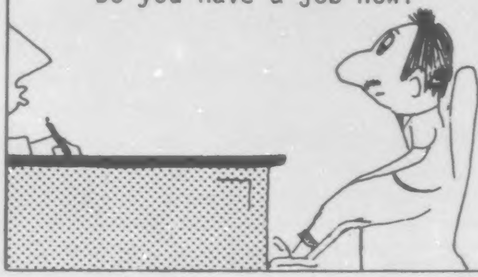
19 Employment (2)

Chunk: Indicate need and preference for a job

Situation

In a formal interview

	I need a job.
What kind of job do you want?	I want to be a busboy.
Do you have a job now?	Yes, I do. No, I don't. No, but I want to work.



A

Do you want a full-time or a part-time job?	I want a full-time job. part-time

B

What position are you applying for?	(______).
	Do you have any openings (for busboys?)
(______).	

C/D

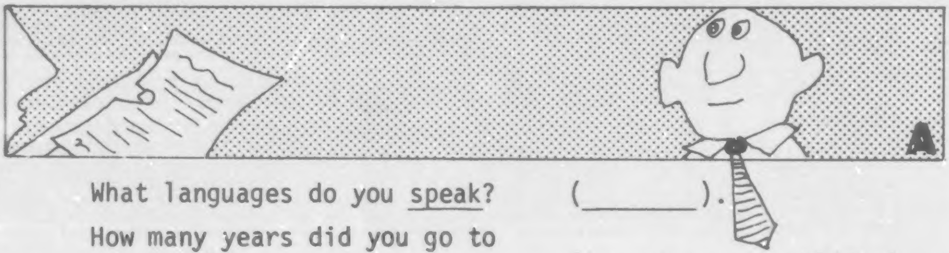
Vocabulary

- busboy
- waiter
- waitress
- fisherman
- cook
- maid
- janitor
- fisherwoman
- factory worker
- dressmaker (seamstress)
- tailor
- mechanic
- dishwasher
- carpenter
- farmer
- busgirl

Chunk 2 Provide information about education

Situation

In a formal interview



What languages do you speak?	(________).
How many years did you go to school?	(I went to school)(for) 3 years. I didn't go to school.
When did you go to school?	From 19 __ to 19__.
How long have you been in America?	3 months.

B

Did you finish high school?	(________).
Did you go to college?	(________).
What did you study in school?	(________).
Have you been in America long?	Yes, I've been here since _____. No, I've only been here since _____.
How long have you been in America?	I've been here for 3 months. Since September, 19 __.

C

What have you been doing since you came to America?	I've been working.

D

Vocabulary

America
California
(other states)

working
studying
looking for a job
going to school

months
days
weeks
years

3
(any appropriate number)

speak
read
write

September
(other)

186

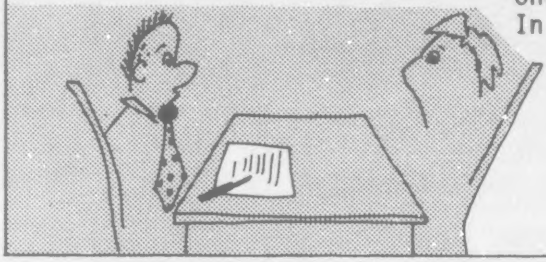
19 Employment (2)

Chunk 3 Provide information about work experience

Situation

In a formal interview

What did you do in Laos?	I was a ______.
How long were you a ____?	(I was a ___)(for) 3 years.
Did you work in Laos?	Yes, I did. No, I didn't.
Where did you work?	At home. On the farm. In Vientiane.



A

Have you ever been a dishwasher? worked as a dishwasher? worked in a factory?	Yes, I have. No, I haven't.
What kind of work have you done?	I've been a _____. I've never had a job. I've never worked.

B

Have you ever had any job training?	I studied ___ for 3 years.
What kind of job training have you had?	I've studied ______. I haven't had any job training.

C/D

Vocabulary

a factory
a hotel
a restaurant
a supermarket
a store
an office

3
(correct number)

years
weeks
months

work
have a job
go to school

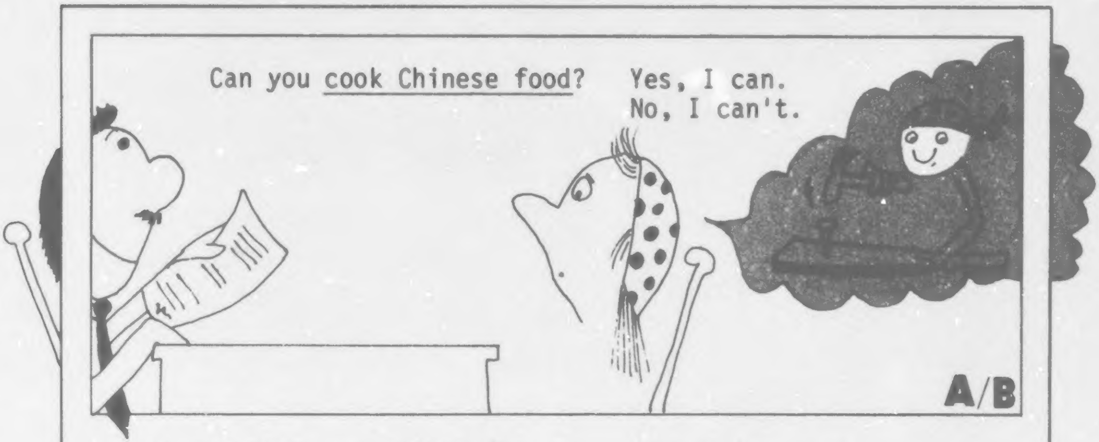
Laos
Cambodia
Vietnam
(other)

Vientiane
(other cities)

Chunk 4 Identify job skills and experience

Situation

In a formal interview



Can you cook Chinese food?	Yes, I can. No, I can't.

Do you have experience (as a busboy)?	Yes, I do. No, I don't have any experience (but I ___).
How much experience do you have?	I have ___ years experience as a ______.
What skills do you have?	I can cook Chinese food.
Do you know how to _____?	(______).
Do you have the skills for this job?	(______).

C/D

Vocabulary

- cook Chinese food
- cook _____ food
- clean houses
- fix ______
- drive ______
- make clothes
- make ______
- speak English
- read English
- write English
- repair ___
- cut hair
- paint
- draw
- type
- build houses
- take care of children
- sew
- do math

(c/d)

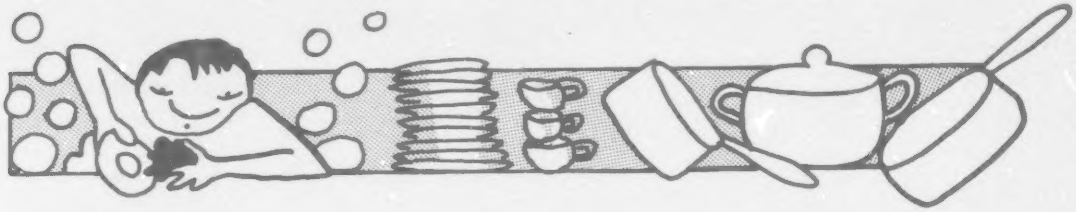
- busboy
- construction worker
- factory worker
- truck driver
- taxi driver
- cashier
- gardener
- barber
- secretary
- cook
- busgirl

19 Employment (2)

Culture

In an initial interview, a job counselor helps a person find out which jobs he/she is qualified for or interested in. This interview can take place either at a refugee center or an employment office run by the state. There is no fee for their services. Private employment agencies charge a large fee for this service. The job interview comes later.

- It is important to be able to identify one's skills and speak about them with confidence.
- Educational background can include job training, military training, apprenticeship, etc.
- New arrivals in the U.S. are likely to be hired for one of the following "entry-level jobs": busboy/girl, dishwasher, waiter/waitress, factory worker, janitor/custodian, farmhand, fisherman, clerical/office worker, gas station attendant, security guard.



Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
A	M F	Review NAME ADDRESS	
B		OCCUPATION LANGUAGE(S) EDUCATION FROM 19__ TO 19__	
Options		Review (months) FROM MAY, 19__ TO JUNE, ____	(one's occupation)

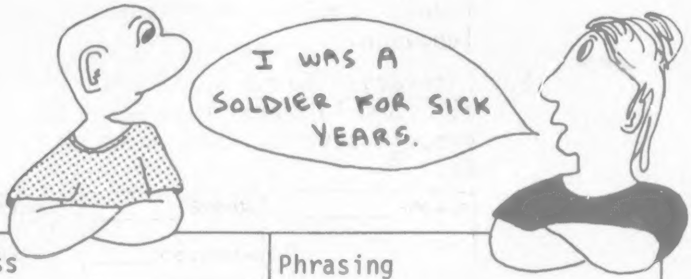
Reading and Writing

READING	WRITING
Recognize (and write) the names of the months and their abbreviations.	Follow written instructions, filling out an application form. Ex: USE A PEN, PRINT. **C**
Classified ads in a newspaper. Job notices on a bulletin board.	A standard application form (with request for assistance if necessary). **D**

Grammar

Modal		you	sew?		I	
Ability	Can	she	cook?	Yes,	she	can.
CAN		he	see?	No,	I	
					she	can't.
					he	

Pronunciation


I WAS A SOLDIER FOR SICK YEARS.

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1

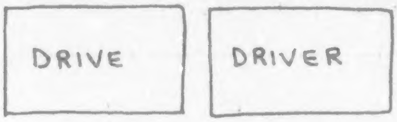
Day 2

Day 3

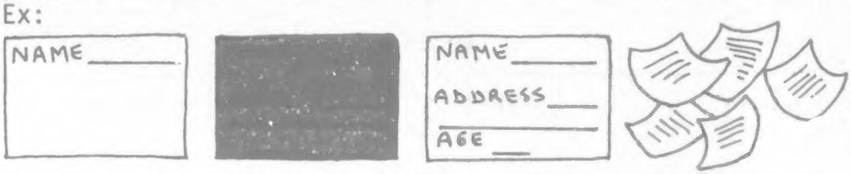
19 Employment (2)

Notes

1. Picture Cube. Put six pictures of occupations on the six sides of a cube. A student throws the cube, looks at the picture facing up and says, "I want to be a _____."
2. Job Definition. Prepare brief statements defining job responsibilities, e.g. this person takes money in a store (cashier). Divide the class into two teams. Read the job descriptions; each team gets a point when they correctly identify the job.
3. Concentration. Play the game with sets of cards that match skills with the names of occupations.



4. Valuation. Have students list the three kinds of jobs they would most like to have. Have students present their lists to the rest of the class. Vary this by putting this information on a chart for easy reference and question-answer practice.
5. Simulation. Play the role of an administrator interviewing applicants for a job. Have students play the roles of applicants. During the interviews, ask the rest of the students to observe the exchange. Afterwards, ask them to list strong and weak points of the interviewee's presentations. Include an assessment of verbal and non-verbal language.
6. Literacy: Forms. Students fill out a form that includes all form language they have learned thus far. To vary this, prepare several forms with each one adding a new element. Ex:



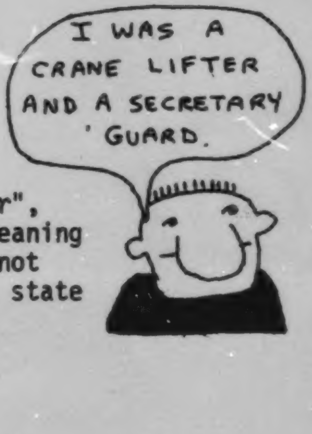
7. Double Circle. Move the chairs to form two circles--one inside the other. Students in the outer circle sit facing those in the inner circle. Ask a question. The students in the outer circle all ask their partners the same question. After they answer, the students in the outer circle move one chair to the right. Ask another question. Continue until you have asked 10 questions.

Planning

19 Employment (2)

Planning

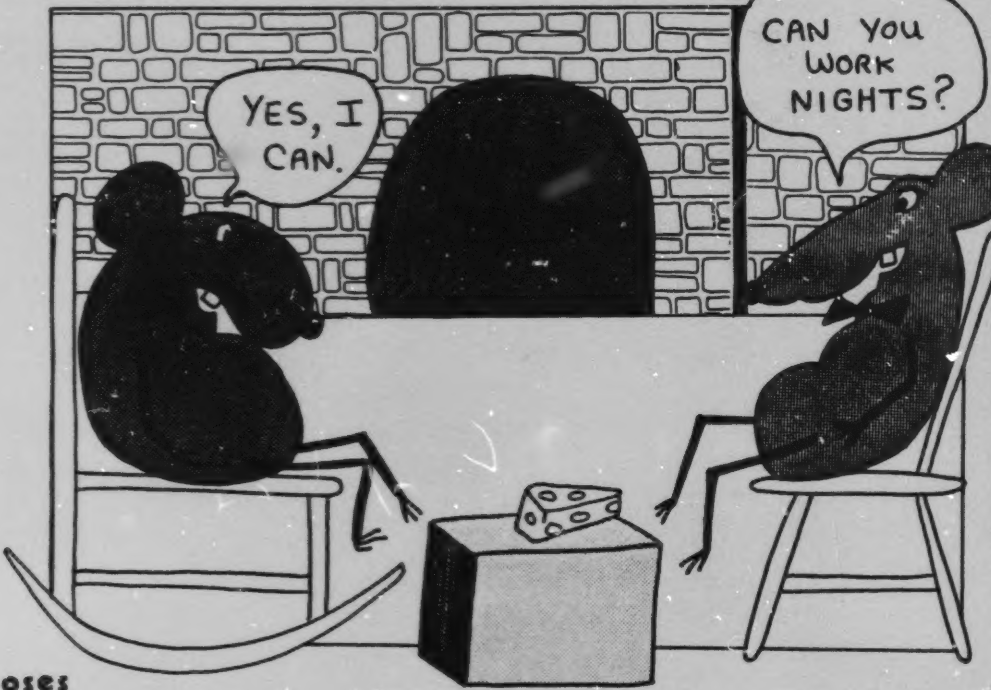
"Plastic shoe recycling worker", "Ladder Polisher", "Fogman", "Making watches bend" and "Building cleaning ladies" are examples of jobs or skills that are not clearly stated. Help your students to correctly state and define their occupations.


I WAS A CRANE LIFTER AND A SECRETARY GUARD.

Unit 20

Employment (3)

Once a job has been discussed and offered, it is important to ask about hours, shifts and scheduling. This unit gives students the language necessary to gain the needed information about a job.


YES, I CAN.
CAN YOU WORK NIGHTS?

Purposes

A
To ask questions about a job opportunity.
To respond to specific questions about a work schedule.

B
To set up appointments for a job interview.
To ask and respond to questions about work availability, hours and dates.

C
To compare different kinds of jobs.
To prepare for a job interview.

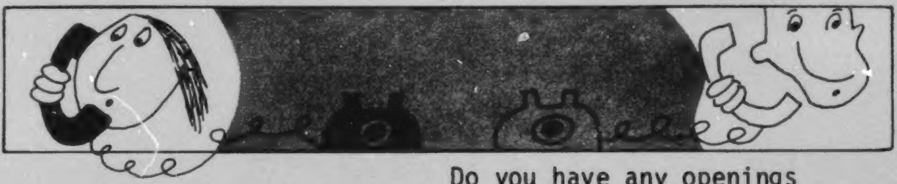
D
To make a follow-up call about a job application.
To respond to an employer's decision about a job.
To request a change in hours or position.
To state intention to resign and give reasons.
To request a letter of reference.
To find out about benefits.
To begin and end an interview appropriately.

20 Employment (3)

Chunk 1 Make an appointment for an interview

Situation

On the telephone



Do you have any openings for ____?

Yes, we do.
I'm sorry. We don't.

B

I'd like to have an interview.

Can you come today at ______?

Yes, I'll be there.

Can I apply for a job?

Can you come in tomorrow at _____?

Yes, thank you.

C

I'm calling about the job I applied for?

I'm sorry.
We can't hire you.
(_______).

Do you have any other openings?

D

Vocabulary

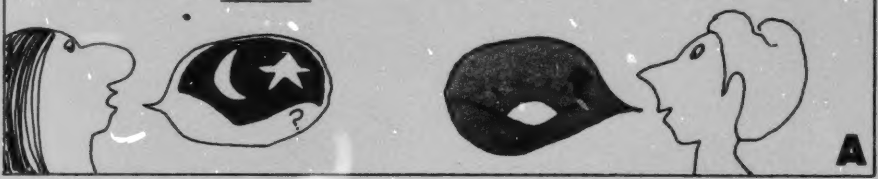
tomorrow
Monday
Tuesday
etc.
today

Chunk 2 Respond to questions about work schedule

Situation

In a job interview

Can you work nights?	Yes, I can. No, I can't. (I can work ____).
	When do I work?
(You work) Monday through Friday. (You work) Sundays. nights.	(______).
	What hours do I work?
(You work) 9 to 5.	



A

When can you start working?	(I can start working) now.
Can you start _____?	Yes. What time?
Come in at _____.	

B

At 9:00 on Monday. (______).	What time do I start?
Now. (______).	When can I start?

C/D

Vocabulary

now
right away
tomorrow

at the end of the ___.
Friday the third
May 3rd
immediately

(c/d)

nights
days
weekends
Saturdays
mornings
afternoons
evenings

hours
days

start
get off
finish

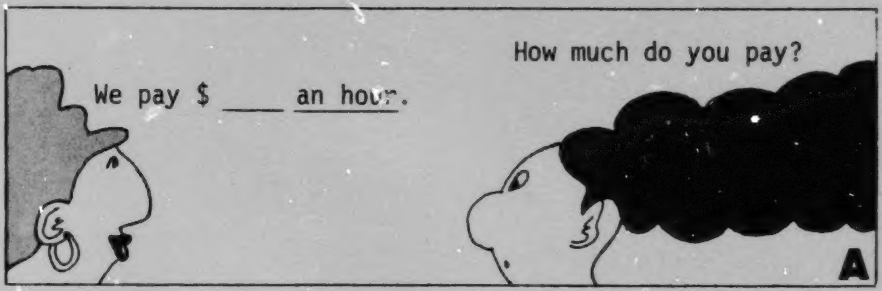
9 to 5
12 to 8
__ to __

20 Employment (3)

Chunk 3 Ask questions about and compare jobs

Situation

In a job interview


How much do you pay?
We pay $ ____ an hour.
A

	How much do I get paid?
$ ___ an hour.	
(You get paid) every two weeks.	How often do I get paid? When

B

	Do I have to wear a uniform?
(______).	
(______).	What should I wear?
	Which job is better?
This job is ____ than that one.	
	Which job takes more experience?
This job _____ than that one.	
Which job is better for you?	(______).

C/D

Vocabulary

every two weeks
once a month
twice a month
at the end of the month
every week

an hour
a week
a month

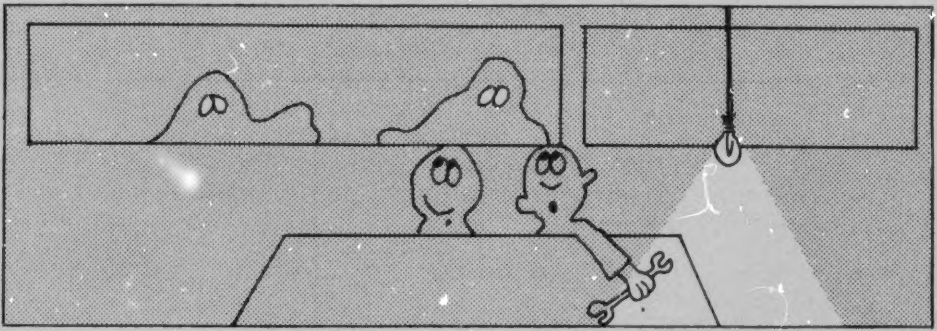
takes more experience
requires more experience
has better hours
has better pay

better
harder
easier
more difficult
more interesting

Chunk 4 Ask and respond to questions about working hours and shifts

Situation

In the workplace
On the telephone



	I'd like to change to the day shift.
(______).	
	Can I have Saturday off?
(______).	
Can you work overtime tonight?	I'm afraid I can't because__. (______).

C

	I'd like to change jobs.
(______).	
	I have a new job. I will leave in two weeks.
(______). Why?	
	Because __________
	Can I have a letter of reference?
(______).	

D

Vocabulary

tonight
today
this evening
this afternoon
Sunday
this weekend

Saturday
(anyday)
a week
some time
this weekend

day
night
swing
graveyard

20 Employment (3)

Culture

There are many ways to find a job: going directly to a work site, answering an ad, posting an ad, making contacts through friends, going from door-to-door, checking bulletin boards in public places and volunteering. The least threatening method is answering an ad in a newspapers, but it is also one of the least effective ways. Many jobs advertised in the newspapers are already filled and are advertised only for legal purposes.

Interviews are usually arranged over the phone. In some cases, the interview will be arranged with an employer's secretary or receptionist. The interviewer will consider many things besides what the person says. Attention may be paid to how you: 1) shake hands; 2) sit; 3) dress; 4) maintain eye contact. In addition, the interviewer will judge your confidence and interest.

Some suggestions:

- Bring your social security card to the interview.
- A resume is sometimes required and usually helpful to an interviewer.
- Don't bring a friend to the interview.
- Shake hands at the beginning and end of the interview.
- Don't be afraid to ask questions during the interview.
- Make sure what the next step is, e.g. wait for a call, call back, came back later.
- Call back after the interview to say thank you and to express continued interest in the job.

Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
Review (time) **A**		(days of the week)	
B		WEEK MONTH	
Options	M F	(Write name and indicate sex and title, previous occupations and dates of employment on an application)	(days of the week)

Reading and Writing

READING	WRITING
	Fill out a W-4 form (with assistance). **D**

Grammar

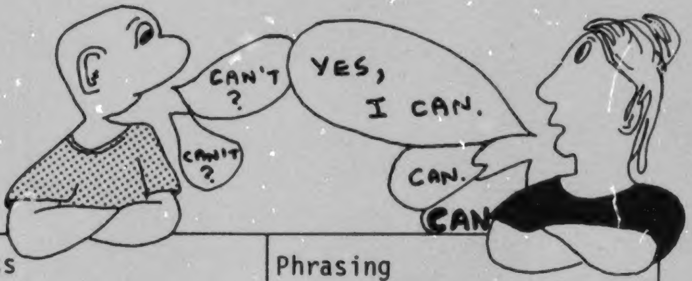
Simple Past

Affirmative/Negative

I You She	studied. walked. waited.
I You He	went ______. ate ______. bought_____.

I You He She	didn't______.

Pronunciation


CAN'T ?
CAN'T ?
YES, I CAN.
CAN.
CAN

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1

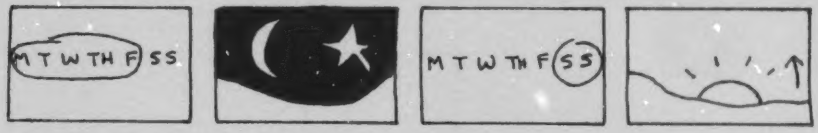
Day 2

Day 3

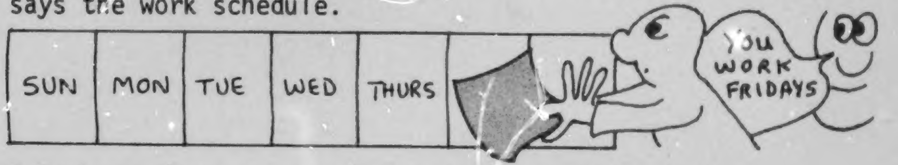
20 Employment (3)

Notes

1. Picture Cues. Prepare pictures with symbols of lengths of time (days, weekends, mornings, etc.). Use these pictures as cues for the question "Can you work nights?"


M T W TH F S S
M T W TH F S S

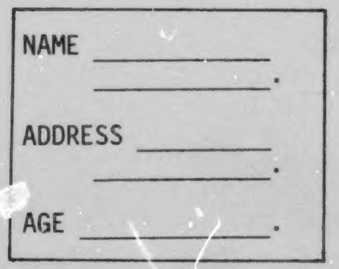
2. Schedule Matching. Give each student a set of seven paper slips and a paper with seven squares, each labelled with the days of the week. Make statements about a work schedule. Students cover the corresponding days with the slips of paper, e.g. "You work Sundays" or "You work Monday to Saturday." As a follow-up have students work in pairs. One student arranges the slips on the weekdays, the other says the work schedule.



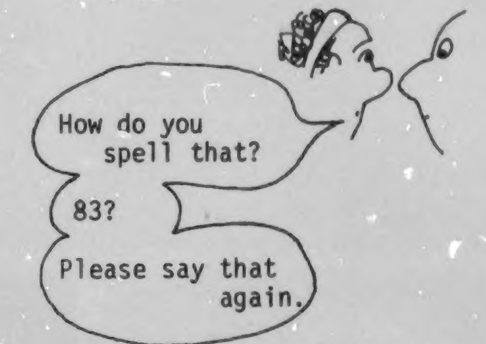
3. Telephone Appointment. Put a partition between two students or have them sit back-to-back to simulate a telephone conversation. Students have matching sets of index cards--one with names of the days of the week, the other with times of day. One student sets up the interview and chooses two cards. The other student has to choose the same cards. Compare at the end of the conversation.

4. Simulation. Continue the simulation from Unit 19. This time the interviewer either offers the applicant a job or turns the applicant down. Again, have the rest of the students observe and comment on the interviewee's performance.

5. Literacy: Forms. Students work in pairs. One student gives information about himself/herself orally and the other fills out a form. Students will need to ask questions to clarify statements. Ex:



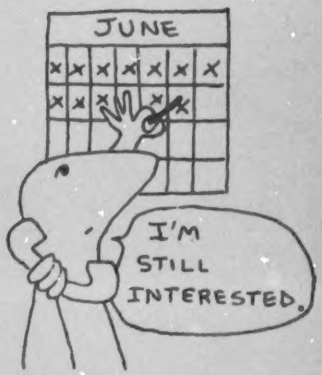
NAME ______________
______________.
ADDRESS ______________
______________.
AGE ______________.


How do you spell that?
83?
Please say that again.

Planning

20 Employment (3)

Planning

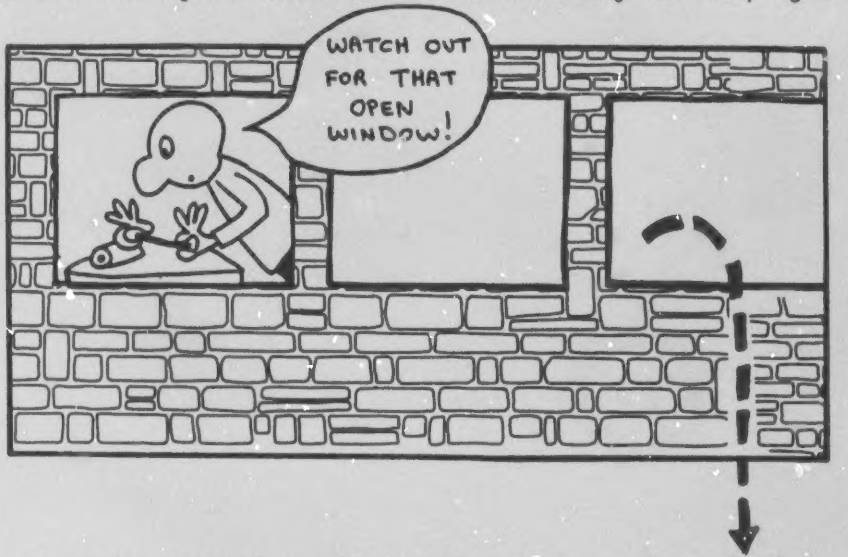

JUNE
I'M STILL INTERESTED.

Stress the importance of following an interview with a phone call or visit to express continued interest in the job.

Unit 21

Job Skills

People with limited English skills have enough problems just getting a job without the additional worry of trying to keep one. In this unit, students learn how to give the boss excuses, deal with safety, identify common tools and clarify instructions skills necessary for keeping a job.


WATCH OUT FOR THAT OPEN WINDOW!

Purposes

A

To respond to questions about work progress and completion.
To make appropriate excuses for absence and tardiness.
To ask questions about job-related functions.
To respond to commands about safety and job functions.
To ask for clarification about instructions.
To identify common job tools and instruments.

B

To follow simple two-step oral instructions.
To ask for permission to be excused from work.
To ask for help.
To ask for feedback from a supervisor.
To report work progress and completion of task.

PLEASE SAY THAT AGAIN.

C

To ask or tell where a co-worker is.
To give and follow instructions in a work situation.
To report problems encountered in completing a task.
To state the degree of completeness of a task.
To find locations in a workplace.
To respond to feedback from a supervisor.
To identify what part of instructions are not understood.

D

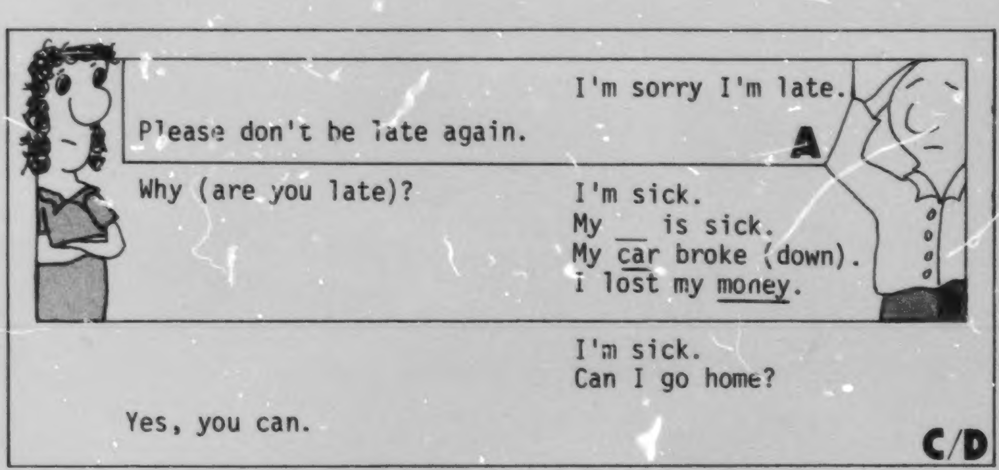
To ask for clarification with a complete question.

21 Job Skills

Chunk 1 Make excuses for absence and tardiness

Situation

In the workplace



Please don't be late again.

I'm sorry I'm late.

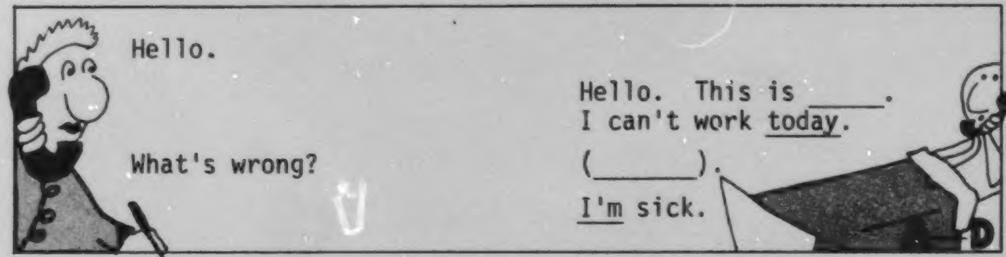
Why (are you late)?

I'm sick.
My __ is sick.
My car broke (down).
I lost my money.

I'm sick.
Can I go home?

Yes, you can.

On the telephone



Hello.

Hello. This is _____.
I can't work today.
(______).
I'm sick.

What's wrong?

Vocabulary

- today
- tomorrow
- on Friday
- on _____

- I'm
- my wife is
- my husband is
- my child is

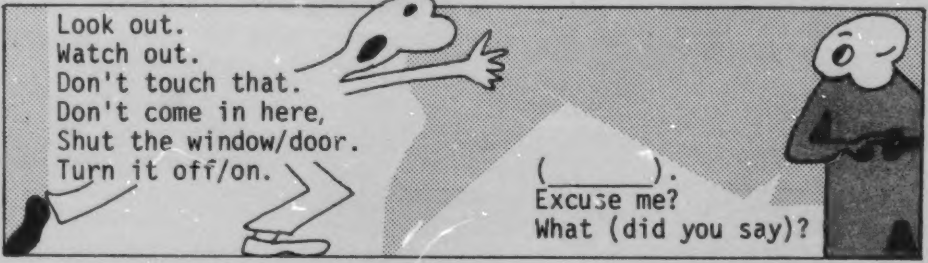
- car
- bus

- money
- keys

Chunk 2 Respond to commands and instructions

Situation

In the workplace



Look out.
Watch out.
Don't touch that.
Don't come in here.
Shut the window/door.
Turn it off/on.

(______).
Excuse me?
What (did you say)?

Please take this ___ to the office.
Ms. Jones.
outside.

Where?

Can you help me, please?

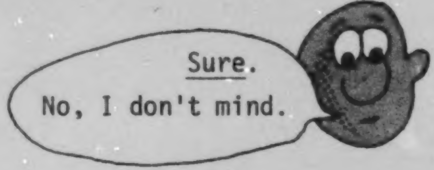
No, I'm busy.
Ask him.

Who?

B

Please ask John to ____.

OK.
John, please _____.
would you please ...?
could you please ...?
do you mind ... ing?



Sure.
No, I don't mind.

Ask me if you need help.
Tell me when you are finished.
Let me know when you're finished.

OK.
Where is the office?
Ms. Jones?

C/D

Vocabulary

the office
the supervisor's office
the manager's office
the boss's office
the payroll office
the time clock
the personnel office
room ____
(c/d)

the locker room
the cafeteria
the lunch room
the store room

ask
tell

Ms.
Mr.
Mrs.
Miss

sure
all right
I can't right now.
I'd rather not.

him
her
Georgia

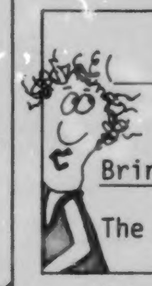
outside
over there

21 Job Skills

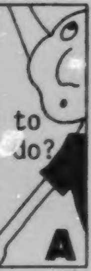
Chunk 3 Clarify instructions and identify tools and instruments

Situation

In the workplace



( ).	How do you do this?
	What should I do? What do you want me to do?
Bring me the water.	(The) what?
The ___.	OK./ The water?



A

Pick up the __ and bring it here.	Is this right?
Yes, it is. No, it isn't. I'll show you.	I'm finished. What do I do now?

B

Please ___.	Could you explain that again? Sorry, I don't think I understand. What do you mean?
Please bring me a __.	
Do you know how to ___?	Could you explain how to do this? Please show me how to ___.
Can you do this alone?	I think I need some help. I can't do this by myself. I don't think I can do it alone. Can you give me a hand? Do you have a minute?
	What do I do after ___?

C/D

Vocabulary

do this
open this
lock this
lock the ___.

do it
operate it (c/d)
operate this

water
knife
oil
broom
paint
soap
tools
(name of a tool)

me
him
her

it
them

bring
get
give

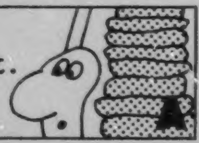
show
help

Chunk 4 State degree of completeness of a task

Situation

In the workplace

Are you finished?	Yes.
	No. Not yet.
Take a break.	



Can you work tomorrow at 10?	When?
Tomorrow at 10.	Yes, I can. No, I'm sorry. I'm busy.

B

How long do you think it'll take you to do this?	It will take about _____.
What have you done so far? How far are you?	So far I've ______.
Which step are you on?	I'm on the ____ step.
	Are you angry at me?
(_______).	I'm sorry if I made you angry. I'll try to work faster next time. I'll try not to make so many mistakes.
(_______).	Please don't be angry. I didn't understand.
Are you finished yet? How much more time do you (think you'll) need?	I need about ____ more (I'll need) minutes.

C/D

Vocabulary

tomorrow	work faster	angry
today	do it right	mad
on Friday	do it better	
on _____	be more accurate	

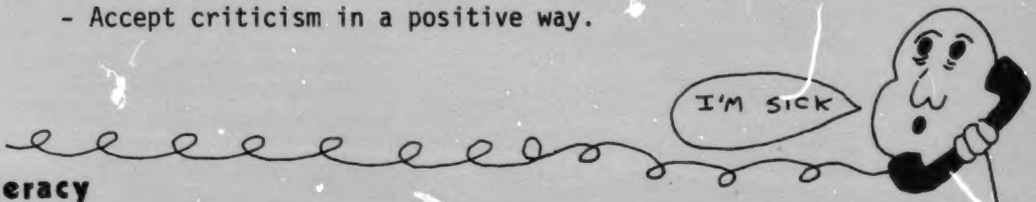
21 Job Skills

Culture

Most Americans have little knowledge of who refugees are or why they are in the U.S. They sometimes think refugees take jobs away from Americans. They may also resent some of the special benefits refugees have received. In addition, certain behavior can be annoying (spitting, standing on toilets, pushing out of line, etc.).

There are a number of things that make workplace relationships easier.

- Always call if you know you'll be late, sick or absent. Also, don't just leave a job. Give at least two weeks notice.
- Ask for clarification when directions are given. "Speak back" instructions to check for understanding.
- Say yes only when you really mean it. Answer "Do you understand?" truthfully.
- Communicate with your own immediate supervisor in case of problems.
- Indicate when help is needed or the task is unclear.
- Come to work and leave on time. Do overtime if asked.
- Spend time with American co-workers at meals or breaks.
- Accept criticism in a positive way.



Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
A		DANGER Review OFF ON	
Review (room numbers) 1c 16a **B**		OFFICE	
(math signs) + - x ÷ (a time card) **Options**		KEEP OUT CAUTION POISON PUSH PULL TURN IN OUT	

Reading and Writing

READING	WRITING
Signs posted at a worksite advertising positions available.	Perform mathematical problems in English. **D**

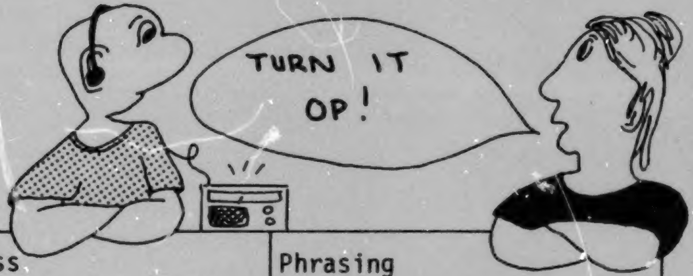
Grammar

Direct/Indirect Objects

ME/HIM/HER/IT

Give	me him her	the book. the pen.	Give it to	me. him. her.

Pronunciation



Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

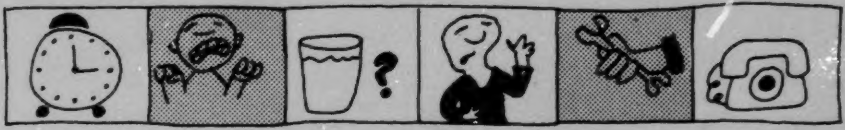
Day 1

Day 2

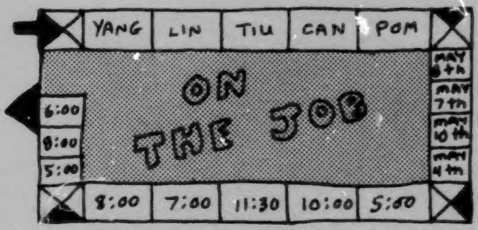
Day 3

Notes

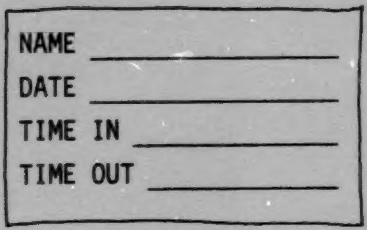
1. Whatsit. Put several objects around the classroom. The students know the names of some of the objects, but not all. Ask the students to give you the objects they know. Then request the other objects. Use students lack of comprehension to introduce expressions for requesting clarification (e.g. "The what?" or "What did you say?").
2. Operation. Bring in paper, pencils, scissors and tape. Ask students to make a paper box. Show them a completed box as a model. As students work individually, go round and give them directions (e.g. "Do it like this" or "Watch out!") and ask questions. After they've finished ask them to list the steps and then provide the instructions.
3. Role Play. Go through the Operation again as a role play between employee and supervisor. Give the workers specific situations to enact (e.g. asking for help, making a mistake). Also give the supervisor specific tasks (e.g. checking employees' work, asking employees to work faster). Vary this by introducing an angry or demanding supervisor who speaks loudly and harshly.
4. Spiel. Use visual cues on the blackboard to help students prepare and deliver short "talks" on their job situations. Sample cues:



5. Literacy: Time Card. Prepare game boards and time card worksheets for each group of students. Use the names of your students on the game board.



(Game Board)



NAME ____________

DATE ____________

TIME IN ____________

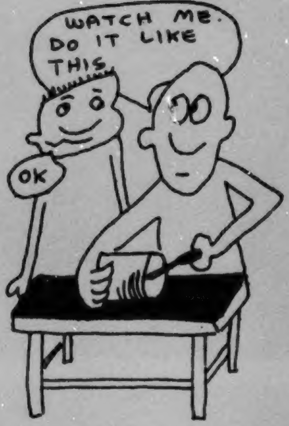
TIME OUT ____________

(Time Card)

Give each group dice and markers. Taking turns, students throw the dice and move their markers along each line filling in their time card as they go. Collect the time cards and put them a box. Ask students to find their "own" time card--not the one they filled out. As a follow-up, ask questions about when they came to work and when they left.

Planning

Planning

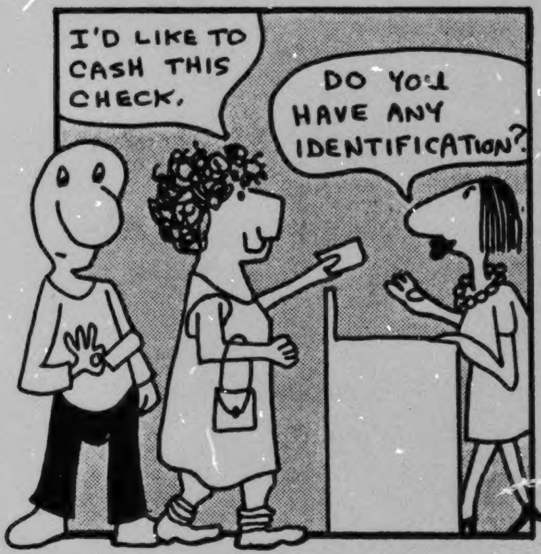

WATCH ME. DO IT LIKE THIS.
OK

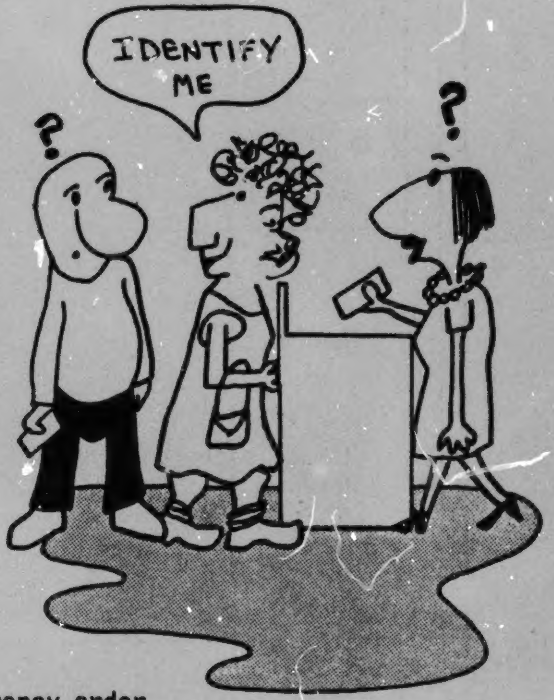
Stress the importance of accepting criticism in a positive way.

Unit 22

Banking

Money orders, travellers' checks and saving or checking accounts can provide people with safe alternatives to carrying or keeping large amounts of cash. In this unit, students learn the minimal language needed for using the basic services a bank has to offer.


I'D LIKE TO CASH THIS CHECK.
DO YOU HAVE ANY IDENTIFICATION?



Purposes

A

- To ask to cash a check or money order.
- To provide proper identification (ID).
- To ask for change.
- To provide exact change.
- To follow instructions for cashing a check.

B

- To purchase a money order.
- To ask for assistance in filling out a money order.
- To get information or clarification by using basic question words.

C

- To ask for a check or money order.

D

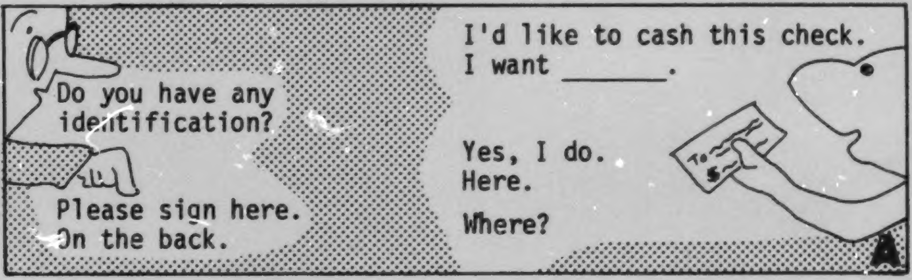
- To purchase an international money order.
- To open a savings or checkings account with assistance.
- To ask questions about banking services (interest, charges).
- To handle problems (a lost passbook, errors, etc.).

22 Banking

Chunk 1 Ask about checks, travellers' checks and money orders

Situation

In the bank


Do you have any identification?
Please sign here.
On the back.
I'd like to cash this check.
I want ______.
Yes, I do.
Here.
Where?
A

	I want a money order for $ _____.
How much?	$ _____.
	Can you help me (fill it out)?
	Where (do I sign)?
Please sign (your name) here. On the back.	Where?
	Here? Is this right?
Yes/No.	

B

	I'd like to send a check to Thailand. I'd like some travellers' checks.
Do you have an ID?	Yes. Here it is. Yes. Here's my ID. What are the charges, please?
(______).	I'd like to cash this check.
Please endorse it.	

C/D

Vocabulary

Thailand
Laos
Vietnam
Cambodia
(other)

some travellers' checks
an international money order

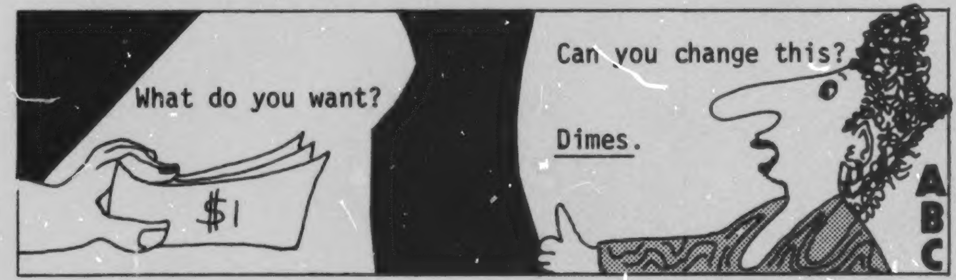
ID
license
drivers' license

right
correct

Chunk 2 Get change and ask questions about banking services and hours

Situation

In the bank



	Excuse me. Is this right?
Yes, it is. Sorry.	
	I'd like to open an account, please.
Checking or savings?	
	Checking.
	I want to withdraw $ _____.
Do you have your account book?	Sorry. I lost it. Yes, here it is. No, I don't.
	What is the interest? (on my account)
(______)	Are you open on Saturdays?
(______)	What time do you open? close?
(At) _____ o'clock.	

D

Vocabulary

on Saturdays
on Sundays
on weekends
evenings

withdraw
deposit

dimes
quarters
dollars
nickels

checking
savings

half dollars
pennies
(b)

right
correct
enough

22 Banking

Culture

Most Americans have a bank account: savings and/or checking. They use these accounts instead of keeping their money at home because 1) at home it might be stolen; 2) most bills are paid through the mail by check/money order; 3) a cancelled check is an automatic receipt of payment; 4) accounts pay interest. Anyone can open an account, but sometimes a minimum deposit or balance is required. There is no fee for opening an account. Each account has an identification number.

- You don't need to have an account to purchase a money order or traveller's cheques.
- Even if you have an account, you may need to show an I.D. to cash a check.
- Deposits and withdrawals are made by filling out forms which are submitted to a teller.
- A third-party check is a check made out to one person but signed over to another. You must write "pay to the order of ____" plus your endorsement (signature) on the back of the check.
- Two people can share one account. This is called a joint account.
- The bank usually charges a small fee (50¢ - $1) for issuing a money order.

Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
Review (one's ID number) **A**			Review (one's ID number) Review (one's name)
(store hours) **B**		BANK	
(amounts in an account book) Review (time) **Options**		OPEN AM CLOSED PM Review (days of the week)	

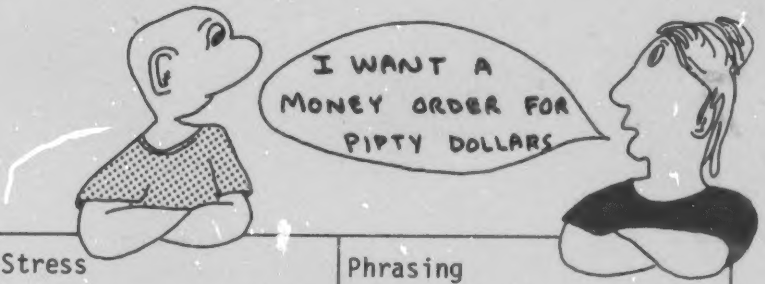
Reading and Writing

READING	WRITING
	Fill out a money order. **C**
A savings account statement.	Make a withdrawal or deposit by filling out the appropriate slips. Make out a check. **D**

Grammar

Requests		
WANT/WOULD LIKE	I want I would like	some change. a pen. a money order. two tickets. three stamps.

Pronunciation


I WANT A MONEY ORDER FOR PIPTY DOLLARS

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1

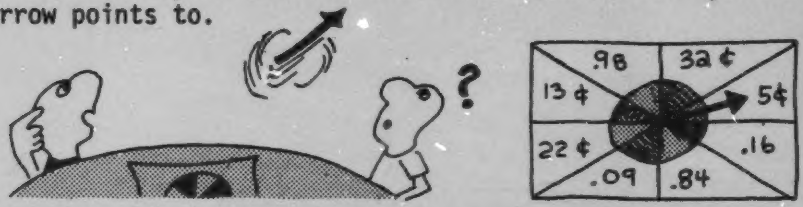
Day 2

Day 3

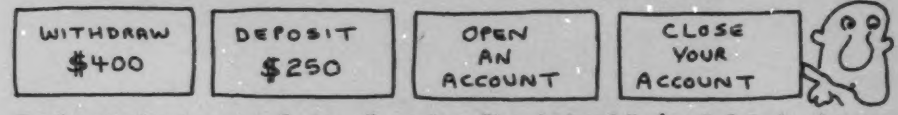
22 Banking

Notes

1. Card Cues. Prepare two sets of 15 cards each one with amounts of money ($20, $37.50, etc.) and the other with names of transactions (withdraw, deposit, money order, check, etc.). Students draw a card from each pile and make a request for that transaction, e.g. "I want to deposit $20."
2. Picture Sequence. Prepare a series of drawings or pictures that show the steps in cashing a check. Students put the pictures in the appropriate sequence and describe the steps, e.g. "First, I show the check to the teller. Then, I show my ID." Prepare similar sequences for other banking transactions.
3. Spinner. Prepare a spinner card with various amounts of money under a dollar. Bring in U.S. coins or pictures of them. Students spin--and must take the amount of money that the arrow points to.

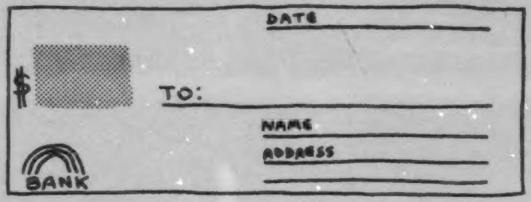


4. Simulation. Set up the classroom to resemble a bank, with one large counter and a few desks and tables. Have several students play the role of bank tellers. The others are customers. Give task cards to the customers, e.g.:



Each student gets "money" and a "bank book" (a folded piece of graph paper). Have students change roles when the transactions are completed. Point out cultural aspects, such as forming lines.

5. Hold-up. To add an unexpected element and humor, have an outsider rush into the room, demand money from a teller and run out. Have the students describe what happened and give their reactions.
6. Literacy: Money Order. Each student completes a money order by adding his/her name and address and the name of the person (a family member) who will receive it.



Planning

22 Banking

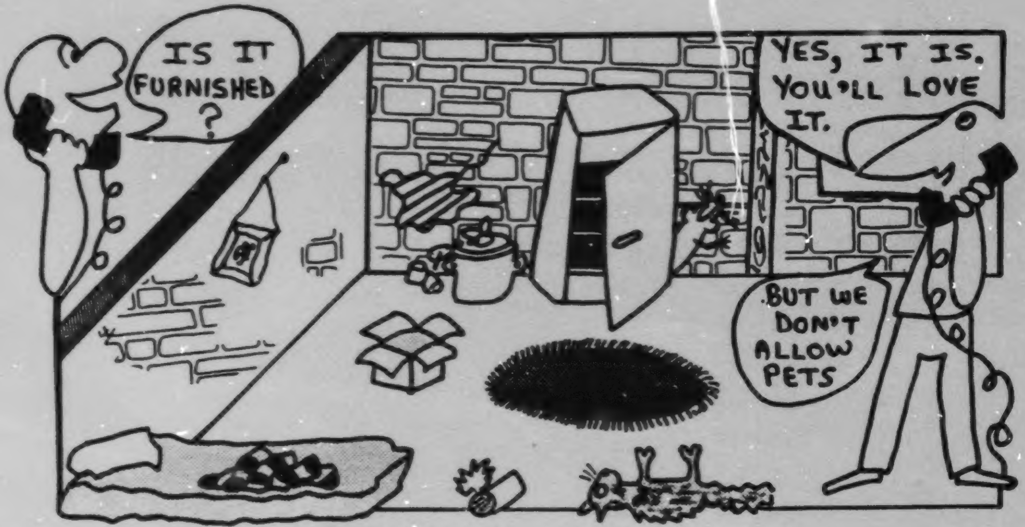
Planning

Help your students understand why they shouldn't keep large amounts of cash at home.

Unit 23

Housing (3)

One of the first tasks a person must deal with on arrival is finding a place to live. Usually, someone will help but there is no guarantee this will happen. Even if it does, a person may move several times in a short space of time. This unit gives students the language necessary for expressing needs about housing. In addition, students learn some helpful landlord/tenant exchanges.


IS IT FURNISHED ?
YES, IT IS. YOU'LL LOVE IT.
BUT WE DON'T ALLOW PETS

Purposes

A
To state one's housing needs.
To set up an appointment to inspect housing.
To ask questions about available housing.
To identify common household furnishings and facilities.
To make complaints over the phone.

B
To ask about the location of housing.
To request repair work.
To indicate broken or non-working household facilities.

C
To compare different kinds of housing.
To arrange a time to make household repairs.

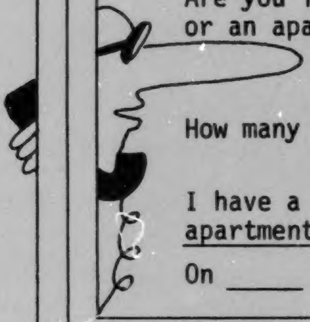
D
To ask for the description of a rental agreement.
To make arrangement to move in and out.
To follow instructions on use of housing.
To respond appropriately to complaints.
To explain the exact nature of a problem and the cause.

23 Housing (3)

Chunk 1 State housing needs

Situation

At a realtor's office
On the telephone with a landlord or real estate agent



Do you want a house or an apartment?
Are you looking for a house or an apartment?

An apartment.
I'm looking for an apartment.

How many bedrooms do you want?
need? (______).

I have a ______ bedroom apartment.

Where is it?

On _____ Street.

A B

Do you want a house or an apartment?

(______).
How many bedrooms does it have?

(______).
Do you want a studio apartment? (______).

How far is the apartment from a supermarket?

About _____ miles.
blocks.

C

Is it near a supermarket?

(______).

D

Vocabulary

a supermarket
the school
here

a laundromat
a shopping center (c/d)
a bus stop

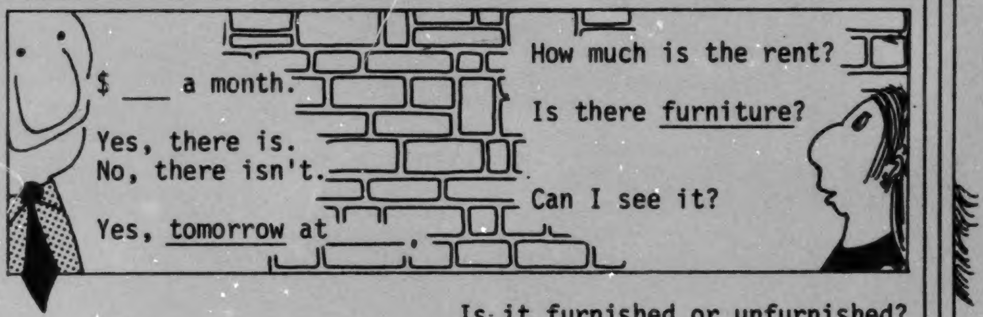
apartment
house

bedrooms
rooms
bathrooms

Chunk 2 Ask questions about housing

Situation

At a realtor's office
On the telephone with a landlord or real estate agent


$ ___ a month.
How much is the rent?
Is there furniture?
Yes, there is.
No, there isn't.
Can I see it?
Yes, tomorrow at ____.

	Is it furnished or unfurnished?
(_____).	
	B
It includes ______.	Does the rent include utilities?
	Do I have to pay for the utilities?
You have to pay for ___.	
	Is there a lease? How long is the lease?
(______).	
$ ______.	How much is the deposit?
	I'd like to see it. When can I see it?
(______).	
	C
(______).	When is it available?
(______).	Does it have a garage?
We don't allow pets.	(______).
	D

Vocabulary

utilities
electricity
gas
heat
water

tomorrow
today
Friday
(other days)

furniture
a bed
a refrigerator
a stove

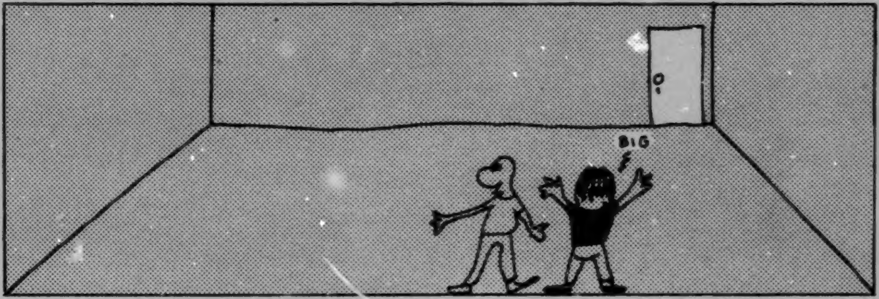
garage
basement
yard
backyard

23 Housing (3)

Chunk 3 Compare housing

Situation

In a realtor's office
On the telephone with a landlord or real estate agent
On a visit to a house or an apartment



Do you want the apartment?	No. It's too big.

B

Do you want to rent it?	It isn't ______ enough. The rent is too much.
Is it OK? Which apartment do you want?	I want the one that costs $ ____.
	Which one is the cheapest? most expensive?
(______).	
Which one is the best (for you)?	(______).

C/D

Vocabulary

the apartment	costs $ ______.	big	cheapest
the house	has ___ bedrooms.	small	biggest
the studio	is near the ____.	expensive	smallest
it	is the cheapest.	dirty	nicest
			nearest
one (c/d)	much	OK	nearest to ___
	high	all right	

Chunk 4 Arrange for moving into housing

Situation

In a realtor's office
On the telephone to a landlord or real estate agent
On a visit to a house or an apartment

(______).	Can I move in now? When can I move in?
On the 1st of the month.	When do I pay the rent?
(______).	What's the landlord's name?

B

The lease expires in January.	When does the lease expire?
Call ______.	Who do I call if I have problems?
The rent is due on the 1st.	When is the rent due?

C

I'd like to move out in January.
on Jan. 31.

D

Vocabulary

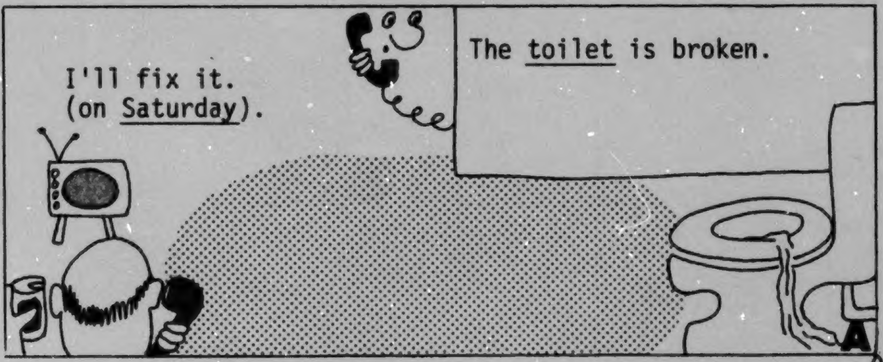
January	the landlord's	1st
(any month)	the landlady's	10th
	your	15th
name		30th
address	the manager's (d)	31st
telephone number		

23 Housing (3)

Chunk 5 Arrange for repairs and handle complaints

Situation

On the telephone to the landlord


I'll fix it.
(on Saturday).
The toilet is broken.
A

May I speak to the landlord?

Mr. ________ speaking.
One minute.
This is _____.

This is ________.
My toilet doesn't work.
The gas is leaking.
I lost my key.

B

May I speak to ____?

This is ____.

Can you turn down the music?

Yes, I can. I'm sorry.

C

When can you fix it?

(_______).

D

Vocabulary

toilet
light
window
door

shower
lock
stove
refrigerator
(b/c/d)

gas
sink
shower

Mr.
Miss
Mrs.
Ms.

Saturday
(any day)

turn down the music
chain your dog
put out the garbage on Thursday
(other situations)

lord
lady

One minute
Hold on
Just a minute
I'll call him
her

Culture

Usually, a refugee's first dwelling will be arranged by the sponsor. If a refugee moves, that assistance may not be offered again.

There are several ways of looking for a new place to live: 1) ads in the newspaper; 2) notices on public bulletin boards; 3) for rent signs; 4) through a real estate agent; 5) through friends. It is also possible to place an ad in the newspaper stating what you want. Reading newspaper ads is probably the most common way.

- Real estate agents usually charge a fee for finding you a place.
- Low-income or government housing is available, but sometimes difficult to get because of long waiting lists.
- A deposit is often required (sometimes equal to the first month's rent) to protect the landlord from non-payment of rent and/or damages.
- Rent is often paid by check and sent through the mail to the landlord.
- Some landlords require a lease, a legally binding agreement, for a given period of time (e.g. 6 months, 1 year). It's important to understand the lease agreement before signing it.

Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
A Review (money)		Review (days of the week)	
B		FOR RENT STREET ST.	
(ordinal numbers) e.g. FIRST **Options**		Review (months of the year) $ _____/ MONTH MANAGER NO PETS NO CHILDREN FURNISHED UNFURNISHED AVE.	

23 Housing (3)

Reading and Writing

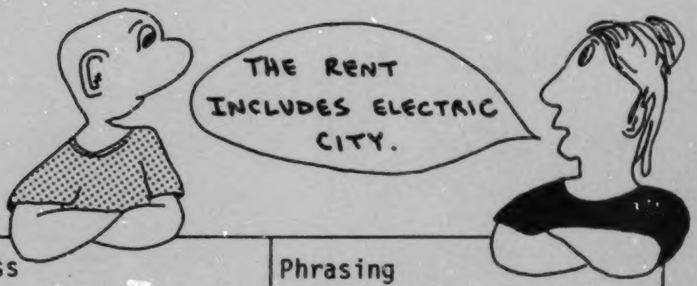
READING	WRITING
Classified ads and notices for housing.	**C/D**

Grammar

Simple Future

I		take it.
He		come here.
She	will	go there on Friday.
We		eat supper at 6:00.
They		__________.

Pronunciation


THE RENT INCLUDES ELECTRIC CITY.

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

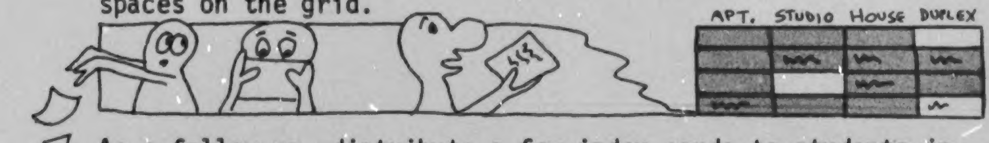
Day 1 ______________________________

Day 2 ______________________________

Day 3 ______________________________

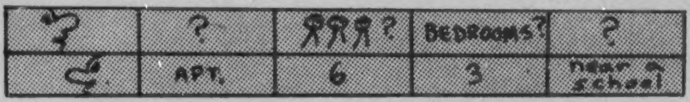
Notes

1. Housing Grid. On the blackboard, put a grid with housing categories and blank spaces. On a separate set of index cards, write information about different kinds of housing. Give an index card to a student, who answers questions from the rest of the students. The class fills in the empty spaces on the grid.



As a follow-up, distribute a few index cards to students in pairs or small groups. They ask questions and record the answers on paper.

2. Dialogue Grid. Tape a series of index cards illustrating lines of a dialogue on poster board to cue students as they practice the dialogue.



As a follow-up, remove certain cards and have students create their own lines for the blank spaces.

3. Picture Cubes. Put pictures of household problems on the six sides of one cube (e.g. burned out light bulb, broken toilet, leaking shower, etc.). On the other cube, put possible solution (call the landlord, go to the hardware store, fix it yourself, etc.). Have the students throw both cubes, and say the problem and the solution that are facing up. Students decide if the solution is appropriate.

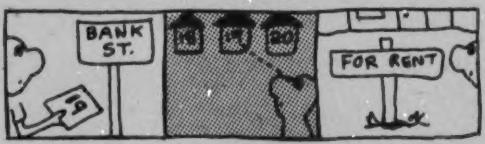
4. Want-Ads Chart. Prepare sample advertisements for different kinds of housing. Have students ask/answer questions about the information on the chart.

APARTMENT	365-4211	$320 /mo.	no lease
STUDIO	785-4343	$195 /mo.	6 month lease
HOUSE	341-6655	$590 /mo.	1 year lease

?

As a follow-up, put a piece of masking tape next to two ads and write comparatives on the blackboard (bigger, cheaper, more expensive, nicer, better, etc.). Have students work in pairs to ask and answer questions of comparison about the ads.

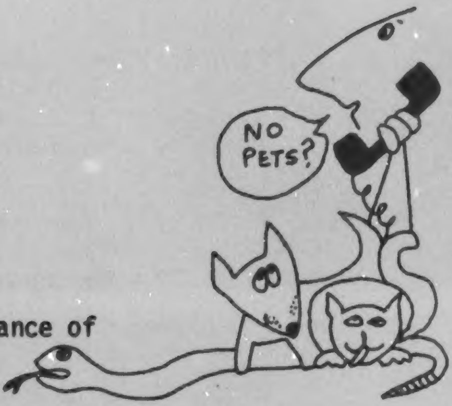
5. Literacy: Picture Story. Make a picture story using the sight words you have taught.
Ex:



Students can take turns telling the story. As an option, ask students to circle words in the story as you call them.

23 Housing (3)

Planning

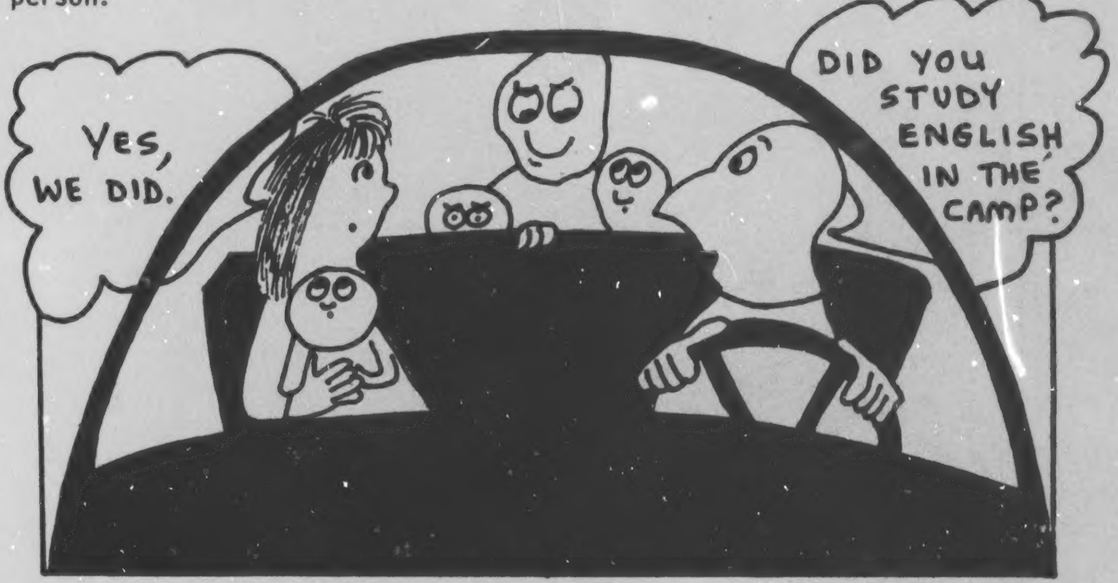


Help your students understand the importance of following the terms of a lease.

Unit 24

Sponsor

The first person a refugee is likely to meet on arrival is the sponsor: the person designated to meet the refugee and offer assistance during the initial resettlement period. This unit provides students with language appropriate for use with the sponsor during the period immediately after arrival. Some of the language is appropriate for use when meeting any person.


YES, WE DID.
DID YOU STUDY ENGLISH IN THE CAMP?

Purposes

A

To make family introductions.
To indicate one's needs and preference for food and drink.
To describe one's luggage and belongings.
To describe one's feelings.

B

To describe the departure from one's homeland.
To describe conditions in the refugee camp.
To identify means of transport used to leave one's homeland.
To give the name of sponsor, teacher and other familiar people.
To state the length of one's stay and English study in camp.

C/D

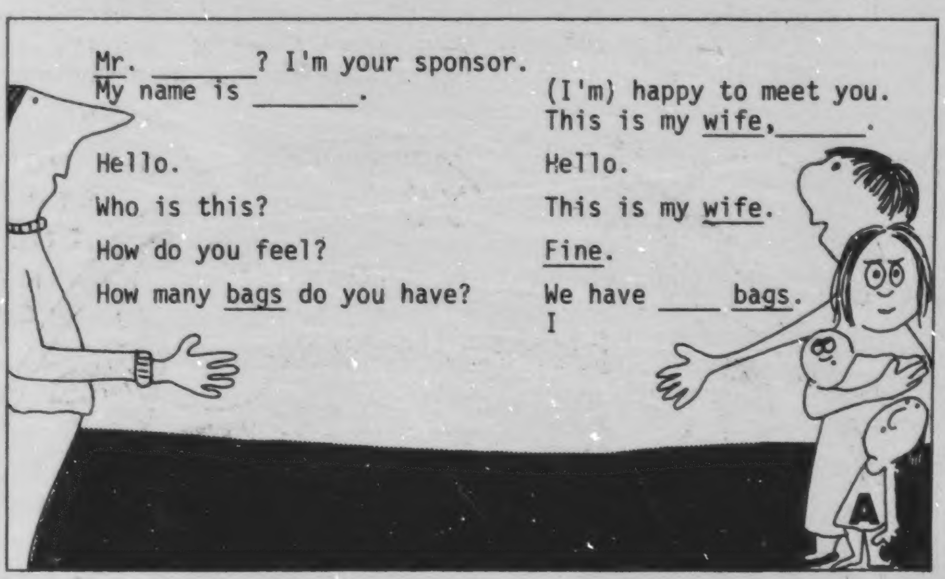
To describe one's own country.
To describe one's experience in a refugee camp (including pre-arrival education and training).
To follow the instructions given by refugee agencies.
To ask for clarification using partial repetition.
To ask someone to spell something.
To ask for the meaning or pronunciation of a word.

24 Sponsor

Chunk 1 Make introductions and answer questions about one's baggage

Situation

At the airport



Mr. _______? I'm your sponsor. My name is _______.	(I'm) happy to meet you. This is my wife, ______.
Hello.	Hello.
Who is this?	This is my wife.
How do you feel?	Fine.
How many bags do you have?	We have ____ bags. I
How do you feel now?	I feel fine.

B/C/D

Vocabulary

fine
tired
happy
sick
hungry
thirsty

unhappy
OK
afraid
worried about ____ (b/c/d)

bags
boxes

wife
husband
son
daughter

mother
father

Mr.
Mrs.
Ms.
Miss

Chunk 2 Indicate food and drink preferences and describe experiences

Situation

In the sponsor's car or home

Did you study English in the camp?	Yes.
Are you hungry?	Yes/No.
What would you like to drink?	Coffee.

How did you get from Laos to __? How did you leave Laos?	I walked.
How long did it take?	___ days. ___ weeks.
How long were you in the camp? Thailand? did you study English?	About ____ months. years.
What did you do in the camp?	I studied English.

B

What's your country like?	(___)
Is your country beautiful?	Yes, my country is really beautiful.
What's the population of your country?	(______).
What did you grow in your country?	(______).
Was it difficult to live in the camp?	(______).
What do you think about _____?	(______).

C/D

Vocabulary

walked
took a boat
swam

really
so
very

drink
eat

Laos
Cambodia
Vietnam
(other)

coffee
tea
water
anything

hungry
thirsty
tired

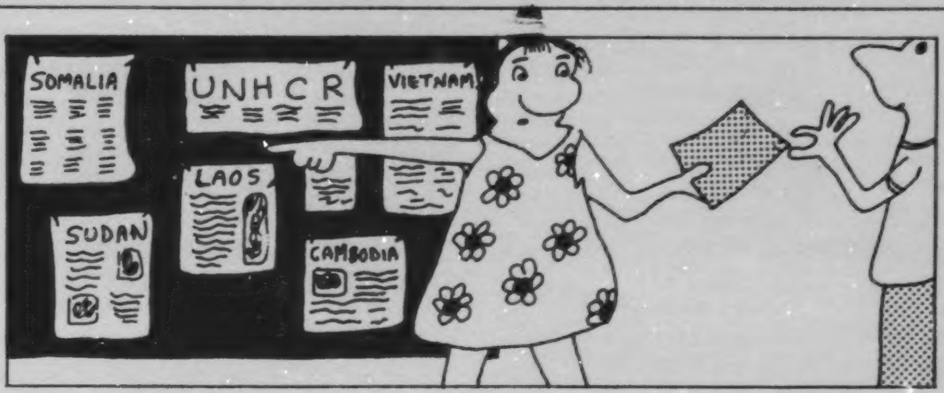
studied English
worked as a _____.
played _____.
taught _____.
was a ______.

24 Sponsor

Chunk 3 Follow instructions

Situation

In the office of a refugee agency


SOMALIA
UNHCR
VIETNAM
LAOS
SUDAN
CAMBODIA

Go to room 505.
Ask for Mr. ______.
Go to the Registration Office.
Take him to the ________.
Take your ID and other papers.

Ask for (the) ....?
Go to the ...?

C

Would you say that again (please)?
How do you pronounce that?

(______).

D

Vocabulary

Mr.
Mrs.
Ms.
Miss

Registration Office
Senior Citizen's Office
Refugee Aid Center
__________ office

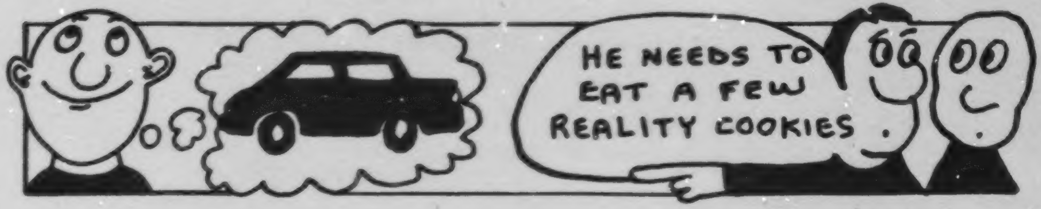
pronounce
say
spell

Culture

The first person a refugee is likely to meet in the U.S. is the sponsor. In some cases a sponsor is a family member, friend or individual, but often refugees are sponsored by local voluntary agencies or church groups. In such cases a staff member meets the refugee at the airport.

Refugees often have unrealistic expectations of what the sponsor will do. In addition to meeting a refugee, a sponsor will: 1) accompany the refugee to the housing prepared for them; 2) sometimes provide minimal furnishings and household items; 3) orient refugees to their new community and community services; 4) help get a social security card; 5) enroll children in school; 6) be available in case of emergency. The sponsor may in fact do more but is not compelled to.

- The sponsor does not usually give the refugee a job, money, a car or other material help.
- It is common to undergo depression or culture shock after arrival.


HE NEEDS TO EAT A FEW REALITY COOKIES.

Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
A	Review		
B	Review		
Options			

24 Sponsor

Reading and Writing

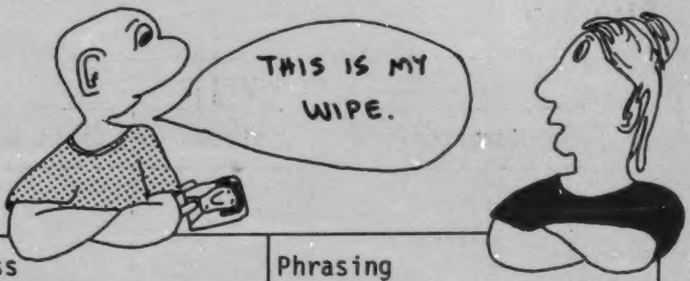
READING	WRITING
Review.	Review. C/D

Grammar

Tag Questions

You	have don't have	a pencil,	don't you? do you?
He	is isn't	Chinese,	isn't he? is he?

Pronunciation


THIS IS MY WIPE.

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1

Day 2

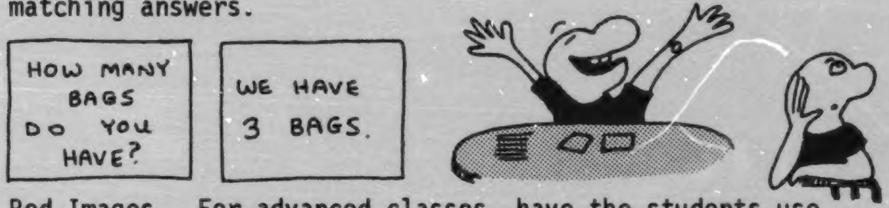
Day 3

Notes

1. Depiction. Have students draw three pictures depicting: 1) their life in their country; 2) their life in the refugee camp; 3) their life (as they envision it) in the U.S. Students prepare a short spiel where they talk about the three pictures. An option is to have students exchange pictures and interpret another person's drawings for the rest of the class.

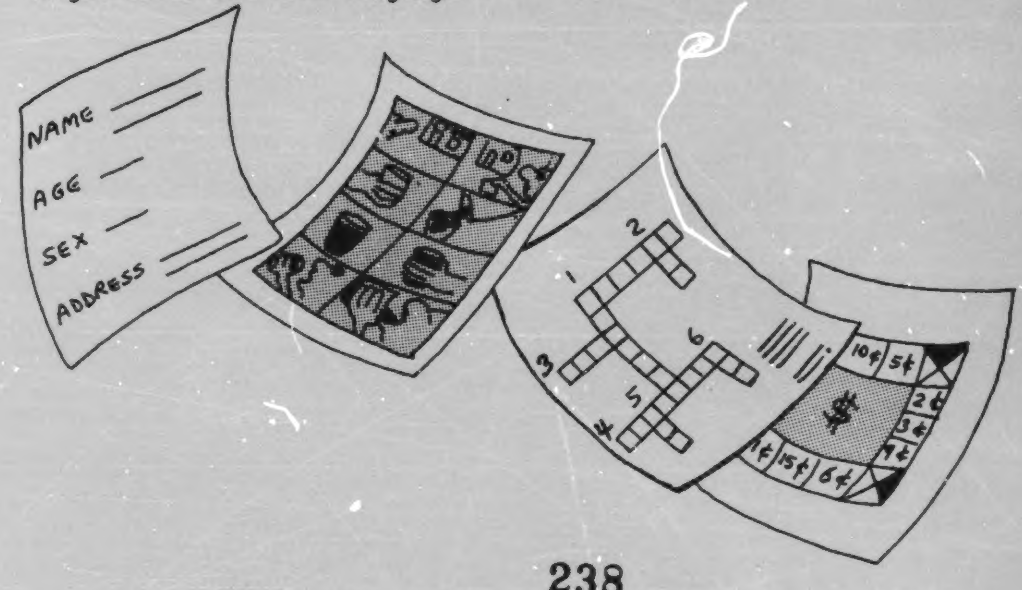
2. Constructalog. Put a few key words on the blackboard and ask students to work in pairs to make an imaginary dialogue between them and their sponsor. Have students present their dialogues to the rest of the class. At the end of each presentation, ask students to comment on whether the dialogues are appropriate or realistic.

3. Concentration. Play the game with sets of questions and matching answers.


HOW MANY BAGS DO YOU HAVE?
WE HAVE 3 BAGS.

4. Rod Images. For advanced classes, have the students use Cuisenaire rods to construct a symbolic representation of their imagined encounter with their sponsor. Have students explain their construction to the rest of the class. Allow students to express themselves without interrupting or correcting them.

5. Literacy: Review. Use picture stories, crossword puzzles, board games and application forms to review previously learned sight words and form language.



24 Sponsor

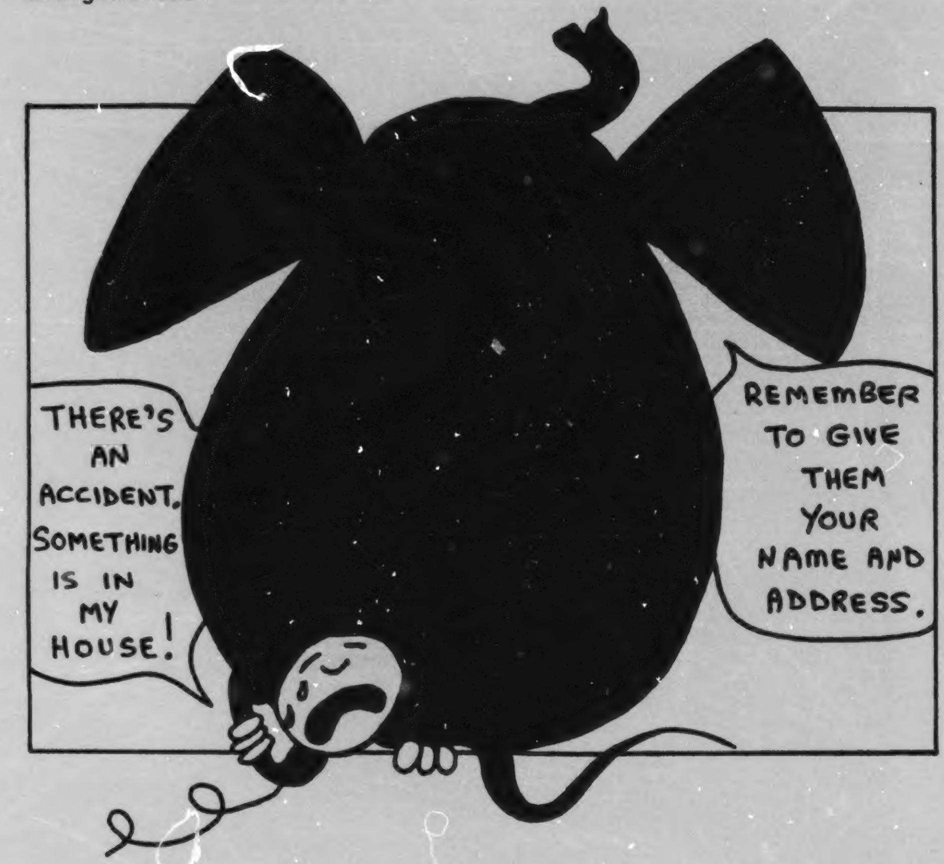
Planning

Some refugees are able to establish friendships with their sponsors. It's up to the individuals to decide whether the relationships continue beyond the initial resettlement period.

Unit 25

Emergencies

Everyone needs to have confidence that an emergency situation can be handled well. This is even more important for the person with limited English. This unit gives students the language to deal with four kinds of emergencies.


THERE'S AN ACCIDENT. SOMETHING IS IN MY HOUSE!
REMEMBER TO GIVE THEM YOUR NAME AND ADDRESS.

Purposes

A/B
- To describe emergency needs and situations.
- To give personal information to emergency services.
- To ask for emergency or medical help.
- To narrate an emergency situation and information.
- To identify appropriate emergency services.

C/D
- To describe a person's appearance.
- To ask about the legality of an activity.
- To give clarification in response to basic question words.

25 Emergencies

Chunk 1 State emergency situations and ask for help

Situation

On the telephone
Calling the emergency telephone number (911)

Emergencies.	Fire! Police! Ambulance!
What's your name and address?	(______).
Emergencies. Can I help you?	I need an ambulance. There's a fire.
What's your phone number?	(______).

A

Hello. Emergency.	My son drank poison.
Don't hang up! We'll help you.	

B

Emergency number. May I help you?	I need an ambulance. There's a fire at ____.
Just a moment please.	

C/D

Vocabulary

son	drank poison	an ambulance
daughter	fainted	a doctor
wife	broke his ____	the police
husband	broke her ____	help
child	cut ____	

Chunk 2 Request an ambulance

Situation

On the telephone to the hospital

Hospital.

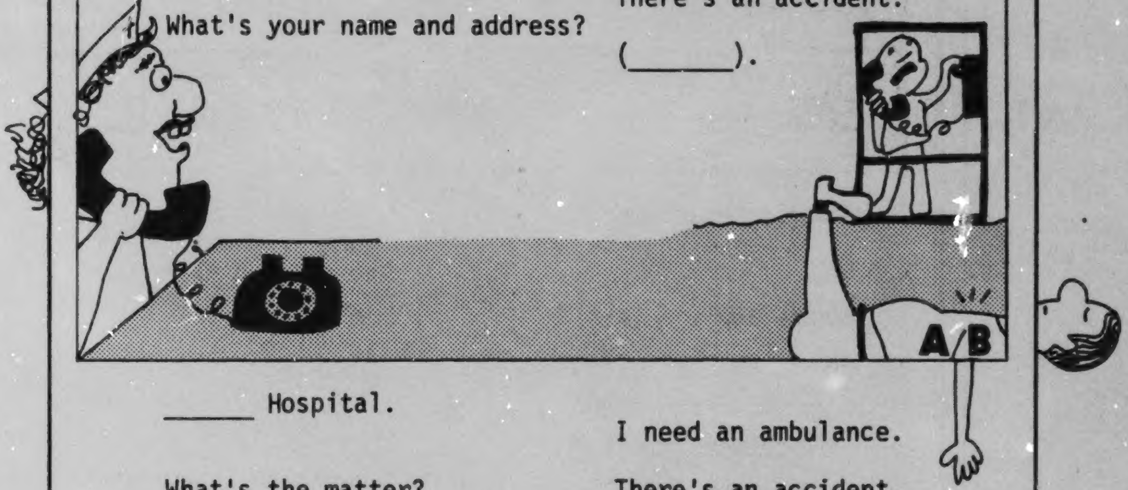
I need an ambulance at ________ St.

What's the matter?

Someone is sick.
There's an accident.

What's your name and address?

(______).



______ Hospital.

I need an ambulance.

What's the matter?

There's an accident.
Someone broke his _____.
had a heart attack.

What's your name, address and phone number?

(______).

C/D

Vocabulary

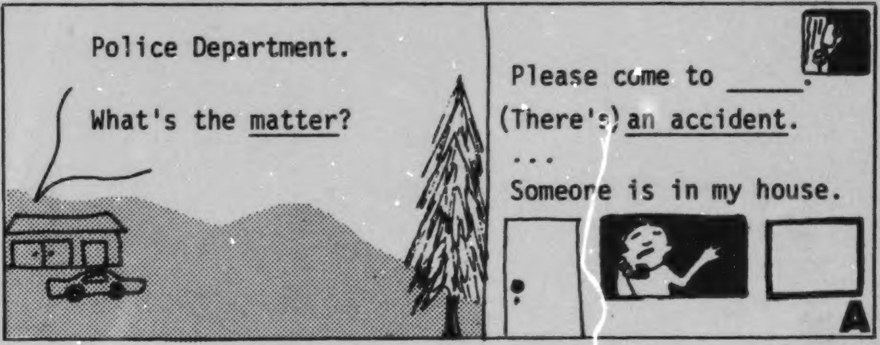
the matter	sick	his	St.
wrong	hurt	her	Ave.
the problem (b/c/d)			

25 Emergencies

Chunk 3 Report a problem to the police

Situation

On the telephone



Police Department.

What's the matter?

Please come to _____.

(There's) an accident.

...

Someone is in my house.

Police Department.

Please help me.

Someone robbed me.

Where are you (now)?

I'm at _____.

We'll be right there.

B

Police Department.

Please send a policeman to

to _______.

What's the matter?

Someone robbed me.

What did he look like?

He was tall.

Is it legal to _____?

Yes, it's legal.

No, it's illegal.

C/D

Vocabulary

tall
short
fat
thin
young
old
white
black
Asian
Oriental

the matter
wrong
the problem (b/c/d)

an accident
a fight
a robbery

he
she

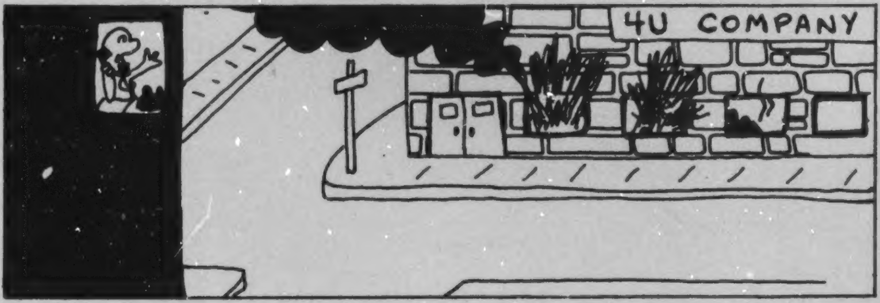
robbed me.
stole my _____.
attacked me.
attacked my wife.
attacked my ____.

is breaking in.
is following me. (c/d)
is at the door.

Chunk 4 Report a fire

Situation

On the telephone to the fire department



Fire Department.

There's a fire (at ____).

What's your name and address?

(______).

B

Fire Department.

There's a fire (at ____).

What's your name, address and phone number?

(______).

What?

(______).

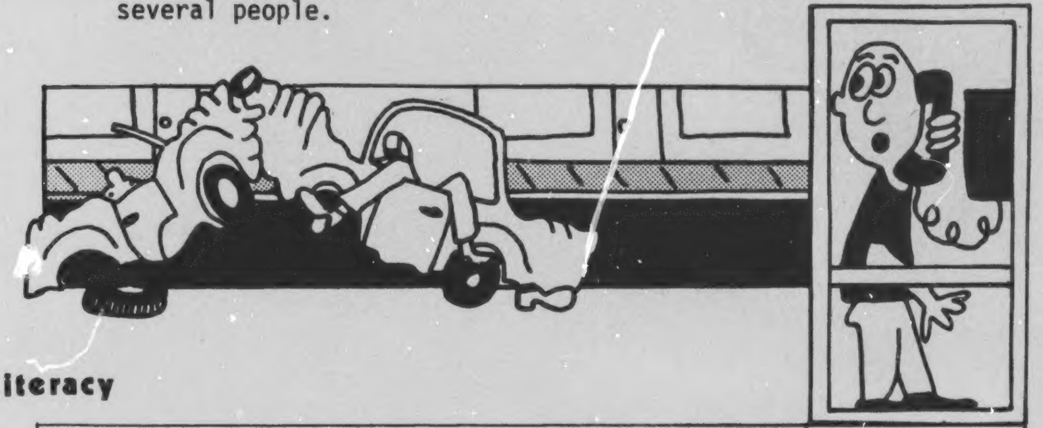
C/D

25 Emergencies

Culture

In case of an emergency, it is important to act quickly. Emergency numbers should be kept by the phone at home (AMBULANCE, POLICE, FIRE, POISON CENTER). The numbers can usually be found on the front page of the telephone book. If the telephone book is unavailable, you can always dial "0" for operator or 911. When calling to report an emergency always identify yourself, state your problem, give the location of the emergency and give your telephone number.

- The operator can usually be reached without pay from a pay phone.
- Ask strangers for help in an emergency. Some people don't want to get involved, however, so it may be necessary to ask several people.



Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
911 (telephone numbers) e.g. 802-257-7751 **A**		AMBULANCE POLICE	(one's telephone number)
B		FIRE Review STREET ST.	
(ordinal numbers) 1st 2nd **Options**		EMERGENCY POISON POLICE DEPARTMENT FIRE DEPARTMENT	

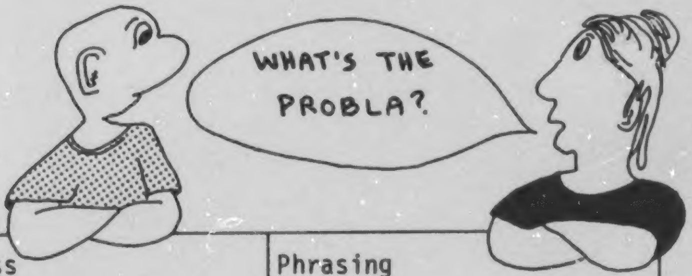
Reading and Writing

READING	WRITING
Use a telephone directory to find the telephone numbers for the Police Department, Fire Department, Poison Center and Ambulance Service.	A brief message given over the telephone -- including name, address and telephone number. C/D

Grammar

Numbers	Room six is on the sixth floor.
Cardinal/Ordinal	Three families live on the third floor.
	I'm at 15 B St. on the second floor.

Pronunciation


WHAT'S THE PROBLA?

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1

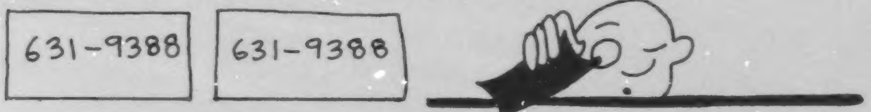
Day 2

Day 3

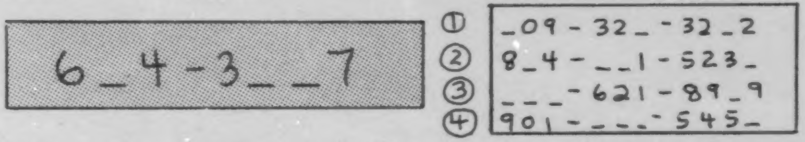
25 Emergencies

Notes

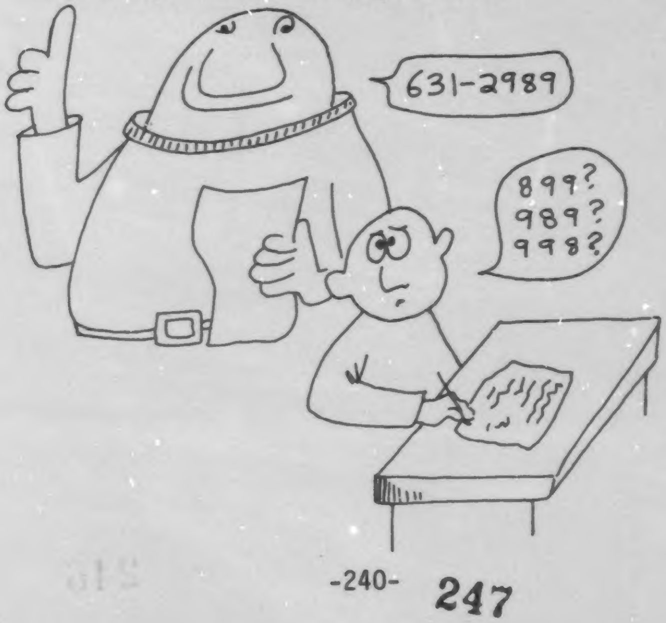
1. Emergency Calls. Simulate several emergency calls on the telephone for the exchanges. One student gets an index card with a name, an address, a telephone number and an emergency. The other student records all this information. After the call they compare information.
2. Treatment Categories. Give groups of students several index cards illustrating medical and emergency situations. Students sort the cards into three categories: 1) Emergencies; 2) Treatment at Home; 3) Go to the Doctor. Have the students compare and discuss their results.
3. Concentration. Have students make matching pairs of telephone numbers and play the game.



4. Cultural Exploration. Have students describe how emergency situations are dealt with in their countries, and in the U.S. Ask them to discuss similarities and differences. Include the importance of the telephone in the U.S.
5. Literacy: Telephone Numbers. Prepare a worksheet with telephone numbers preceded by area codes. Each telephone number is incomplete. Ex:

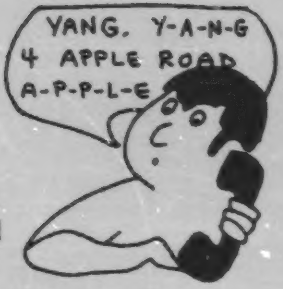


Dictate the complete telephone number. Students listen and then write in the missing numbers.


631-2989
899?
989?
998?

Planning

Planning

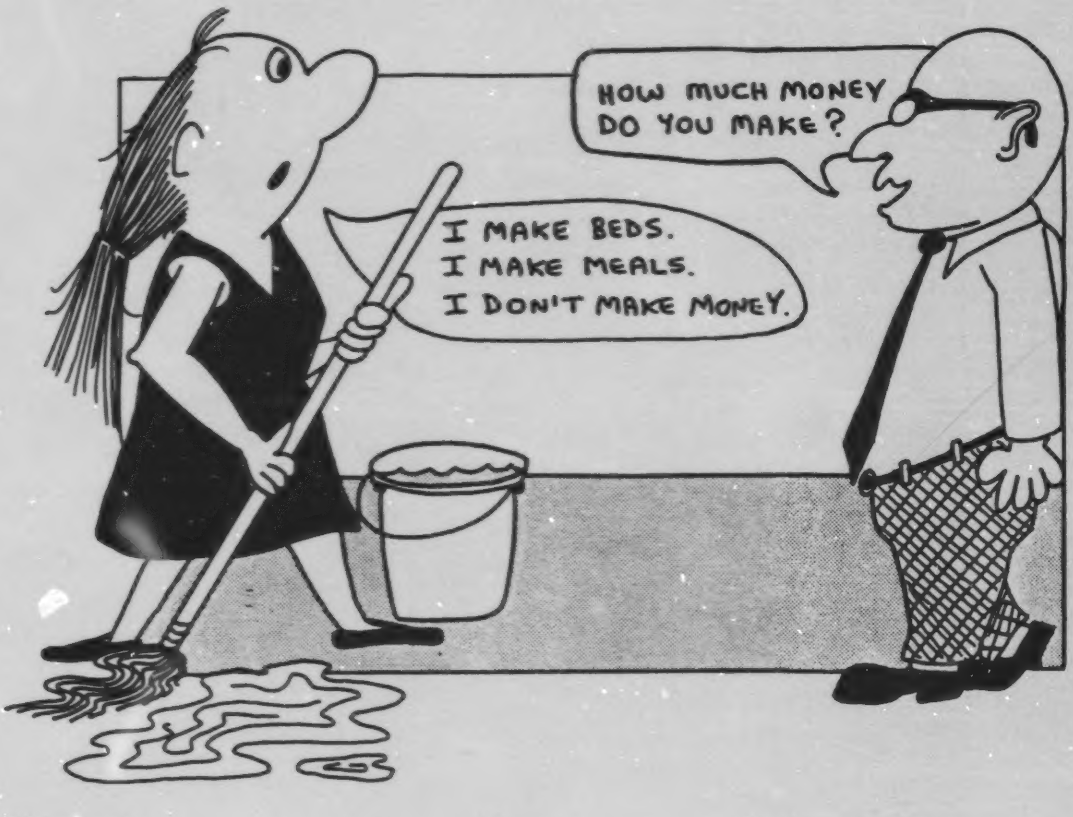

YANG. Y-A-N-G
4 APPLE ROAD
A-P-P-L-E

Have your students practice spelling their names and addresses on the phone.

Unit 26

Finance

Making a budget is often necessary to keep track of monthly income and expenses. Even if a formal budget is not made, knowing how much is spent and how much is saved can be helpful to the heads of the household. This unit gives students the language necessary to describe their financial status and future plans.


HOW MUCH MONEY DO YOU MAKE?
I MAKE BEDS. I MAKE MEALS. I DON'T MAKE MONEY.

Purposes

A
To describe one's current employment situation.
To describe a household budget.
To describe savings, expenditures and income.

B
To make financial projections.

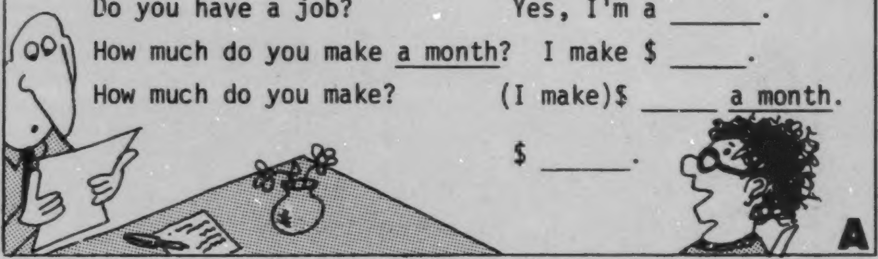
C/D
To describe one's income before and after taxes.
To calculate the interest when buying on credit.

26 Finance

Chunk 1 State one's job and income

Situation

In a formal interview
In a bank applying for a loan
In an insurance agent's office



Do you have a job?	Yes, I'm a ______.
How much do you make a month?	I make $ ______.
How much do you make?	(I make)$ ______ a month.
	$ ______.

A

How much do you make?	I make $ ______ a month.
What's your salary a month?	My salary is $______.

B

How much do you make a month before taxes?	(______).
What's your income?	(______).

C/D

Vocabulary

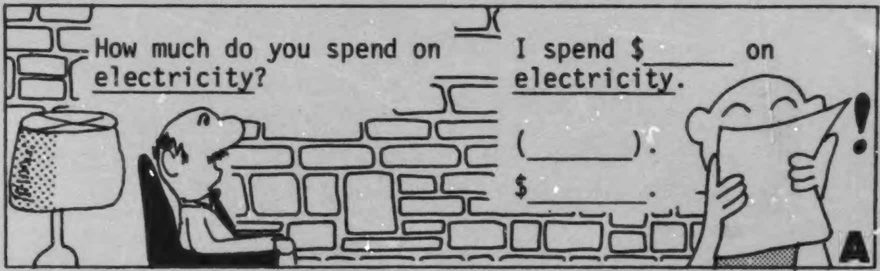
a month
a week
a day
an hour

before
after

Chunk 2 Describe savings and expenses

Situation

In a formal interview
In a bank applying for a loan
In an insurance agent's office


How much do you spend on electricity?
I spend $_____ on electricity.
(______).
$______.
A

How much do you spend a month?	I spend $ _____.
Do you pay rent?	Yes, I pay $ ___ a month. No, I don't pay for it.
What do you spend a month?	I spend $ _____.
Can you afford clothes?	Yes, I can. No, I can't afford it. them.

B

How much do you spend on electricity?	(______).
Can you afford to spend ___?	No, I don't have enough money. Yes, I have enough.
How much do you spend a month? save a month?	(______).

C/D

Vocabulary

clothes
a car
a house
furniture
a T.V.

month
week
day

rent
the phone bills
the doctor bills
for electricity
for ______.

spend
buy

electricity
rent
the telephone
food
clothes
water

long distance calls
the bus
entertainment
gas
(c/d)

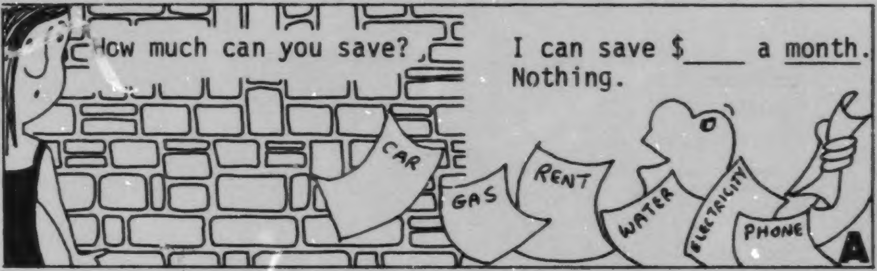
I
we

26 Finance

Chunk 3 Describe savings and future plans

Situation

In a bank applying for a loan


How much can you save?
I can save $____ a month.
Nothing.
CAR
GAS
RENT
WATER
ELECTRICITY
PHONE
A

How much do you have left?	I have $______ left.	
What would you like to buy?	I'd like to buy a house.	B
How much is left?	$ ______ is left.	
What are you saving money for?	(______).	C/D

Vocabulary

- a house
- a car
- a T.V.
- clothes
- furniture

- month
- week
- year

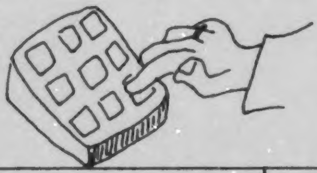
Culture

Paying bills, recording income and expenses is part of American life. This is important for payment of state and federal income tax, but it is also helpful in financial planning. Preparing a household budget is one way to plan on a daily and monthly basis.

One complication is credit cards. It can be easy to spend more money than you actually have. Checks offer another complication. When you write a check but there isn't enough money in the account to cover it, the bank charges you a fee and does not pay money for the check.

- Penalties for non-payment of certain bills can be severe:

  Non-payment of rent (Result: possible eviction).
  Non-payment of electricity or water (Result: could be turned off).
  Non-payment of telephone (Result: it could be removed).
  Non-payment of card charges (Result: fines and/or cancellation).
- State and federal income tax forms must be filed every year in April. On the forms you list income and (sometimes) expenses.
- Making a large purchase, such as a house or car may require a loan from the bank. Interest will be charged on the money borrowed.
- People with houses and cars must calculate insurance fees when calculating their budgets.



Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
Review (money) **A**			
B		MONTH WEEK DAY HOUR YEAR	
Options		$ _____/MO. $ _____/HR. $ _____/WK.	

26 Finance

Reading and Writing

READING	WRITING
The total amount due on monthly bills.	Money orders to pay monthly rent and bills. **C**
Identify errors on household bills.	Checks to pay monthly rent and bills. Calculate the interest when buying on credit. **D**

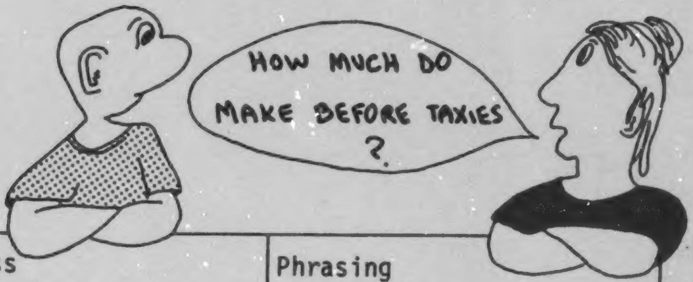
Grammar

Expletive

THERE IS/THERE ARE

There is	a pencil an eraser	on the table.
There are	two pencils three pens	

Pronunciation


HOW MUCH DO MAKE BEFORE TAXIES ?

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1 __________

Day 2 __________

Day 3 __________

Notes

1. Interview Cards. Prepare a set of index cards with information about income and monthly expenses. Students use these cards as cues for responses in an interview simulation. Begin by interviewing students with the rest of the class as observers. Then have the students work in small groups--playing the roles of interviewer and interviewee.

GAS $36
WATER $14
RENT $800

2. Monthly Budget. Divide students into groups. Give each group a budget sheet with the following elements: clothing, electricity, savings, rent, water, food, gas, telephone, transportation (use pictures or symbols if necessary). Give each group a "monthly income" (e.g. $500). The students decide how to apportion money for the month. Have them put their budgets on large pieces of paper. Post these and have the students compare and discuss them. To vary this exercise, fix the expenses for items (e.g. rent $250, telephone $27.50).

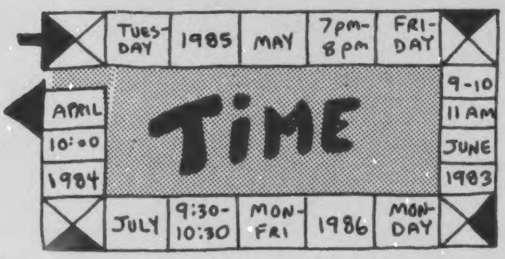
3. Paychecks. Give students sample jobs with hourly pay and ask them to subtract taxes (at 20%) to get the income after taxes. For example:

   Mike works as a dishwasher. He makes $4.00 an hour and works full time (40 hrs./week).
   How much is his weekly paycheck? His monthly paycheck? Before taxes? After taxes (subtract 20%)?

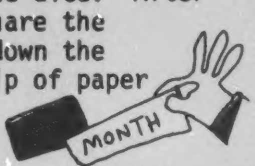
   Have students work in pairs to solve the problems.

4. Cultural Exploration. Have students describe how they managed their income and expenses in their countries. Have them compare this with what they will need to do in the U.S. Have them explain differences.

5. Literacy: Time Board. Prepare a game board and several slips of paper with the words week, day, hour, month and year.



Put students into groups and give each group dice. Students throw the dice and advance along the line to the square indicated by the dice. After reading the square the student puts down the appropriate slip of paper on it. Ex:



The other students in the group can challenge an incorrect match. The winner is the first to reach "APRIL."

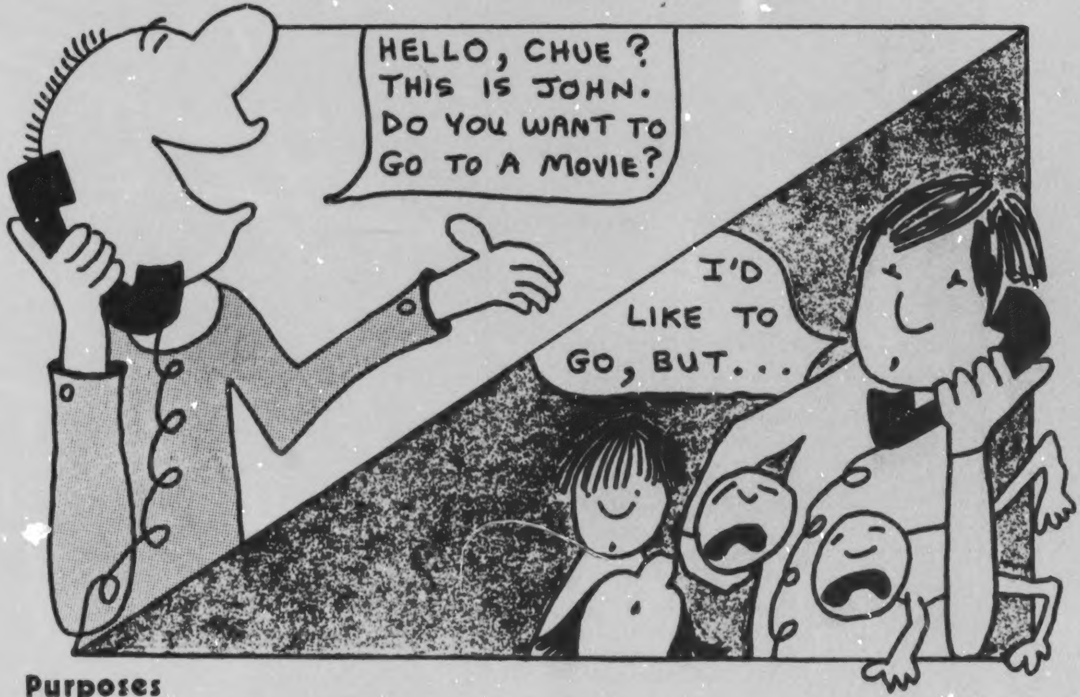
Planning

Stress the importance of living within one's income.

Unit 27

Social Life

New arrivals often withdraw to the security of their own homes, families and friends. Adjusting to a new culture can be an overwhelming experience. It is not uncommon to feel isolated and lonely. This unit gives students social language to facilitate some bridge-building with Americans.


HELLO, CHUE? THIS IS JOHN. DO YOU WANT TO GO TO A MOVIE?
I'D LIKE TO GO, BUT...

Purposes

A
- To introduce oneself and one's family.
- To identify oneself and ask for someone on the phone.
- To respond to the request to hold (on the telephone).
- To ask permission to do something.

B
- To make and respond to invitations.
- To make polite requests and observations in a social context.

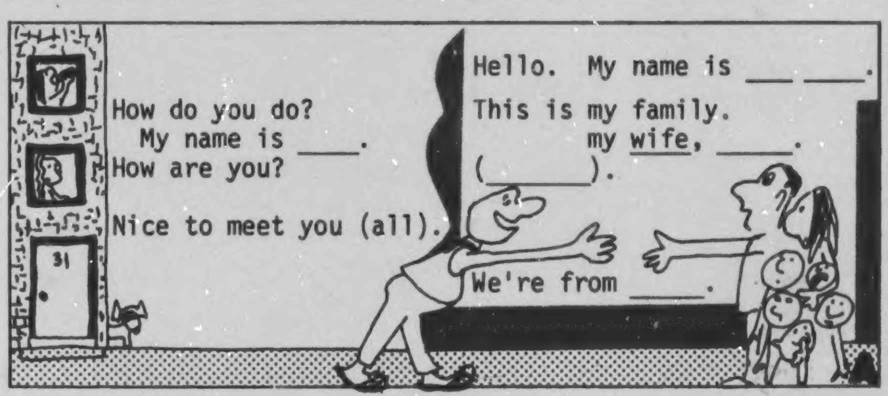
C/D
- To describe one's feelings about cultural conflicts.
- To describe polite and impolite actions.
- To describe one's own customs.
- To thank someone using appropriate language.
- To give and receive compliments.
- To accept, decline or show uncertainty about invitations.
- To ask about appropriateness of actions according to customs.

27 Social Life

Chunk 1 Make introductions

Situation

A social occasion in someone's home
In an office



How do you do?
My name is ____.
How are you?

Nice to meet you (all).

Hello. My name is ___ ____.
This is my family.
my wife, _____.
(_______).

We're from _____.

Hello. Nice to see again.
How's your wife?
(_____), thank you.

Nice to see you, too.
Very good. And yours?

B/C

I'm so happy I met you.

I'm so happy we got to know each other.

D

Vocabulary

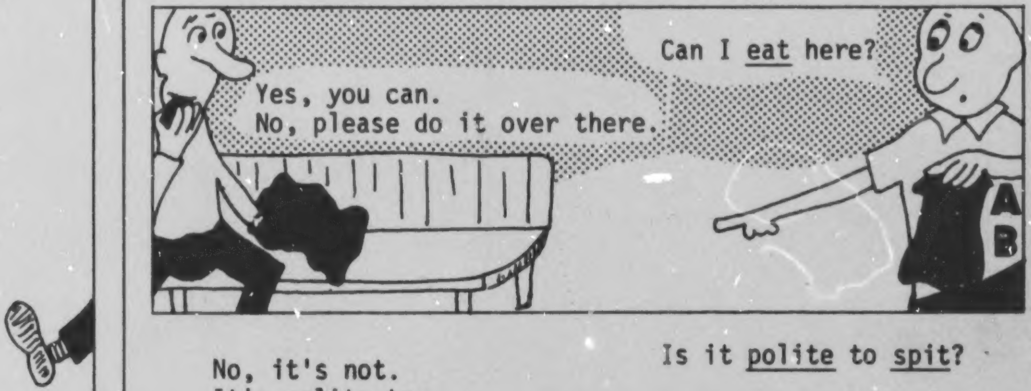
wife
husband
son
daughter
mother
father

family (b/c/d)
etc.

Chunk 2 Make polite requests and observations

Situation

Almost any occasion


Can I eat here?
Yes, you can.
No, please do it over there.
A
B

No, it's not.
It's polite to ______.
It's impolite to spit.

Is it polite to spit?

How do you _____?

It's our custom to _____.
It's not our custom to _____.
We usually (don't) _______.
Traditionally, we ______.

C

How would you feel if you found $500?

I would feel lucky.
I wouldn't care.
I wouldn't worry about it.
It wouldn't be a problem.
It wouldn't matter.
It wouldn't make a difference
I don't know.

D

Vocabulary

lucky
unlucky
angry
mad
worried
surprised
interested
confused

depressed
embarrassed
disappointed
strange
offended
(d)

spit
smoke
etc.

impolite
not polite
not OK
not all right

polite
OK
all right

eat
sleep
feed my baby
change my baby

you found $500
(other situations)

Chunk 3 Make and respond to invitations

Situation

On the telephone to a friend

Hello, _____ _____?	Yes, this is ____ ____.
Hi. This is _____. Do you want to go to a movie? come to my house?	Yes, thank you.
Please bring your wife.	Thanks. See you (soon). (______).
What are you doing tonight?	(______).
I don't know. Please hold.	Hello. Is ___ there?

A/B

Can you _____ tonight?	I can probably go, but _____. I probably can't go, but ____. I might be able to go, but ___. I might not go, because _____. Maybe I can go, but _____.

C/D

Vocabulary

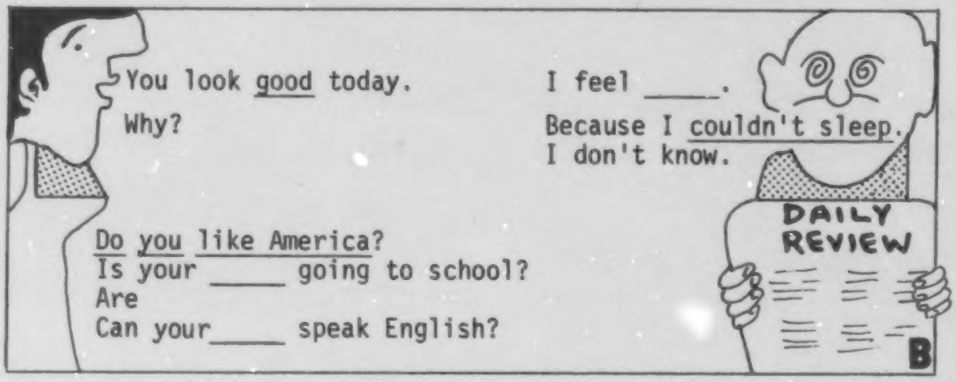
wife
husband
son
daughter
mother
father
family

tonight
tomorrow
on Saturday
on ______
at 8:00
at _____

movie
restaurant
party
disco (c/d)
barbecue (c/d)
____ party (c/d)
(type)

Chunk 4 Give and receive compliments

Situation Any social occasion



You look good today.	I feel _____.
Why?	Because I couldn't sleep. I don't know.
Do you like America? Is your _____ going to school? Are Can your_____ speak English?	

You look so nice today. I like your _____.	Thank you.
You can drive very well. You're a good driver.	Thank you.
Thanks a lot for lending me ____. I really appreciate it. I had a good time. I enjoyed it.	Don't mention it. That's all right. I'm happy to help you. I hope I can do you a favor sometime.
I wish I could ____ as well as you. I like the way you _____.	Thank you. Thanks a lot.

C/D

Vocabulary

couldn't sleep.
worried about ___.
miss _____.
always think about ___.
have _______.
don't have _____.

Do
Does

good
nice
pretty
happy
sad
sick
tired

lending
taking
giving

you
your wife
your ____

like America?
want to stay here?
have a job?

driver
cook
swimmer

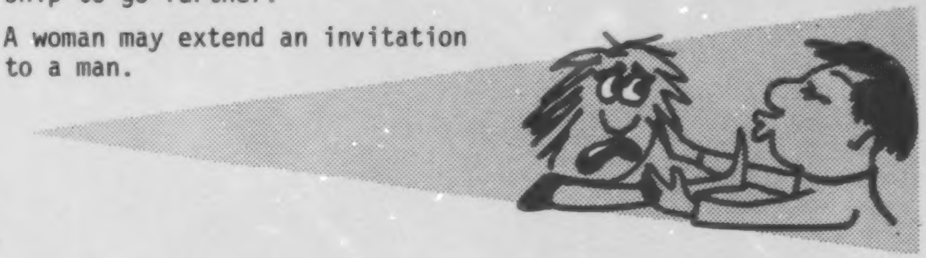
drive
cook
swim

27 Social Life

Culture

Generally speaking, Americans are informal people. Relationships between co-workers, classmates and neighbors vary from place to place, but for the most part formality is avoided. Still, there are "rules" and expectations.

- Except with very close friends, a social invitation is usually made days or weeks in advance.
- Invitations by phone are usually sufficient except for holiday parties, weddings and special social functions. Written invitations should include the time, place, date, your name and sometimes a note on appropriate dress or special requests.
- It is common to ask others to BYOB (bring your own bottle of alcohol) or to bring a dish of food to a party.
- It is important not to be too late. If an invitation is for 7:00, arrive between 7:00 and 7:15.
- When a man makes an invitation to a woman (a movie, party, dinner), that does not necessarily mean she wants the relationship to go further.
- A woman may extend an invitation to a man.



Literacy

	READING			WRITING
	Numbers/Time	Letters	Sight Words/Signs	
A	Review (time)		Review (days of the week)	
B		Review		
Options			NO SMOKING NO TRESPASSING DO NOT ENTER KEEP OUT KEEP OFF	

Reading and Writing

READING	WRITING
A bilingual dictionary to find the meaning of a word (asking for help using it if necessary)	A short note or personal letter (asking for help to correct if necessary).

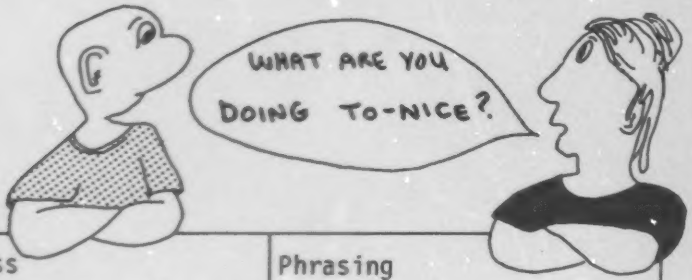
C/D

Grammar

Frequency Adverbs

	never	
	sometimes	
He	often	eats breakfast at home.
	usually	____________.
	always	

Pronunciation


WHAT ARE YOU DOING TO-NICE?

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1 ____________________

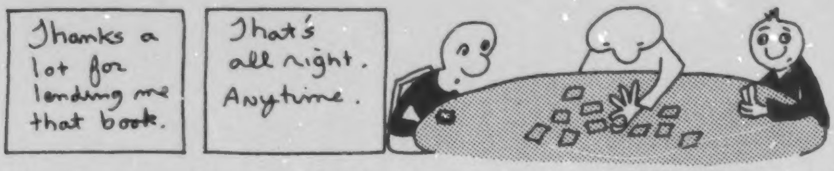
Day 2 ____________________

Day 3 ____________________

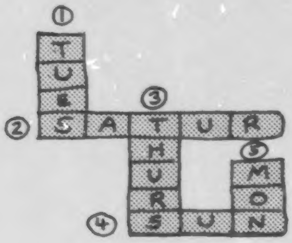
27 Social Life

Notes

1. Concentration. Students make matches between compliments and responses.


Thanks a lot for lending me that book.
That's all right. Anytime.

2. Characters. Have students use pictures or photographs of persons and make up identities for these "characters." Have them role play encounters between their characters.
3. Complimentary Actions. Have students pantomine different activities (sewing, writing, typing, etc.). The others guess the activity and then compliment the person, who thanks them. Vary this by having students make contrary statements (e.g. "You sew very badly.").
4. Cocktail Party. Prepare identities on index cards. Give students the cards and ask them to assume these identities. Tell them they're at a party and to get to know each other.
5. Language Exploration. Have students brainstorm possible expressions for giving and receiving compliments. Compare and discuss these for appropriateness.
6. Cultural Exploration. Have students describe situations where they would give compliments in their countries. Have them compare these with situations in the U.S.
7. Literacy: Crossword. Prepare a crossword puzzle to review days of the week. Ex:



1. Monday, _?_ day, Wednesday
2. Friday, _?_ day, Sunday
3. Wednesday, _?_ day, Friday
4. Saturday, _?_ day, Monday
5. Sunday, _?_ day, Tuesday

Students work individually reading the clues and completing the puzzle.

Planning

Planning

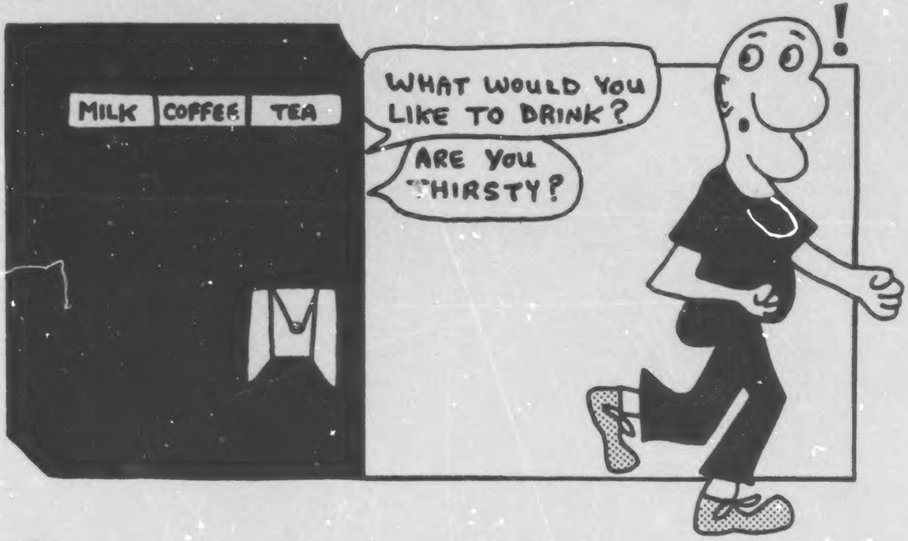
I HAD A GREAT TIME

Stress the importance of giving and receiving compliments.

Unit 28

Community/Restaurant

Those people who rarely enter a restaurant will, on occasions, buy food in a fast food establishment or use a vending machine. This especially is true of people who work and need to be able to grab a quick bite to eat during a short lunch break. This unit gives students the language necessary to order and pay for food. In addition, students also learn language exchanges that could prove valuable in the community or in the workplace.



Purposes

A

To order and buy fast food items.
To describe one's daily activities.
To identify community services.

B

To ask for help using a vending machine.
To follow on-the-job instructions.
To ask for on-the-job help.
To introduce oneself to a co-worker.

C

To indicate the need for help resolving problems.
To state the appropriate agency or service for solving problems.
To give advice.
To ask about and identify co-workers.
To engage in small talk (interests, background, plans).
To order food in a restaurant.

D

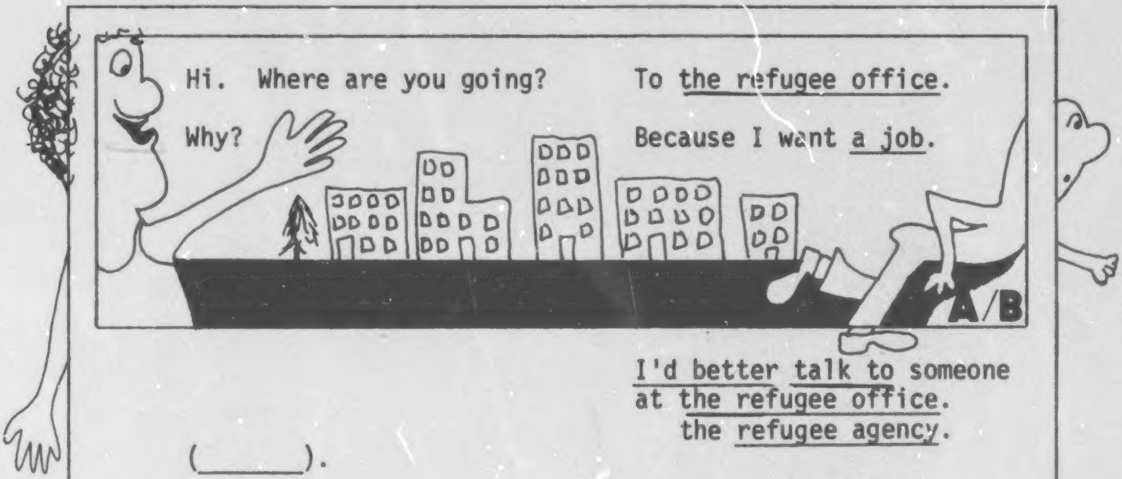
To read names of coins on coin-operated machines.
To report and explain problems using a vending machine.

28 Community/Restaurant

Chunk 1 Name appropriate community service for help in solving problems

Situation

At home or in school
On the street
In the workplace



Hi. Where are you going?

To the refugee office.

Why?

Because I want a job.

I'd better talk to someone
at the refugee office.
the refugee agency.

(______).

I have a problem with ____.

(I think) you ought to ____.
you'd better ____.
you really should ____.
it would be good if you _____.
Don't you think you should _____?

C/D

Vocabulary

the refugee office
the employment office
the ____ office
school
church

refugee agency
state employment agency
senior citizens center (c/d)
adult school
church group

talk to
see
call
go to

I'd better
I ought to

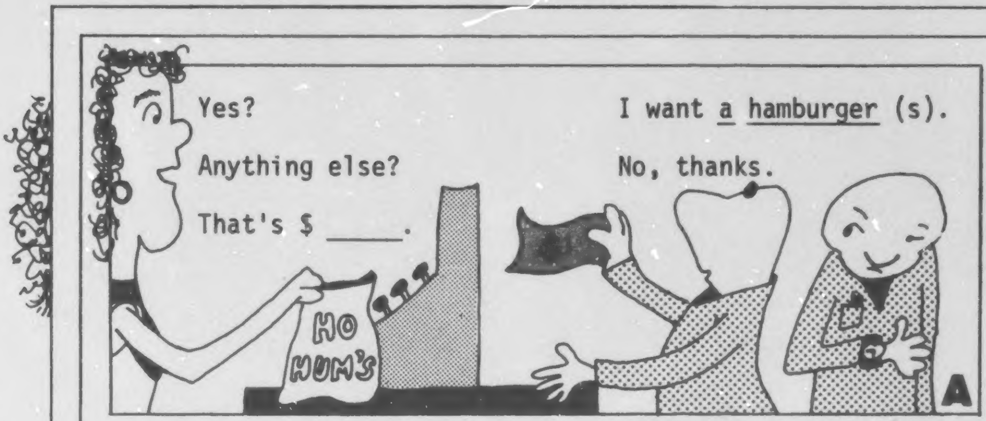
good
better
best

a job.
to study.
to see ____.

Chunk 2 Purchase food from a vending machine and a fast-food restaurant

Situation

In a restaurant or cafeteria
In a school, office or the workplace



Yes?	I want a hamburger (s).
Anything else?	No, thanks.
That's $ _____.	

	Can you help me?
What's the matter?	
	How do you work this? This doesn't work.
Push the button. Turn it to the right. left.	
	Thanks.
You're welcome.	

B

	I'd like a hamburger (s).
(______).	

C/D

Vocabulary

hamburger
fish sandwich(es)
french fries
salad
coke
tea
coffee

cheeseburger
ham and cheese sandwich
small coke / coffee
medium coke / coffee
large coke / coffee (d)
cup of _____.
vanilla shake
chocolate shake
strawberry milkshake

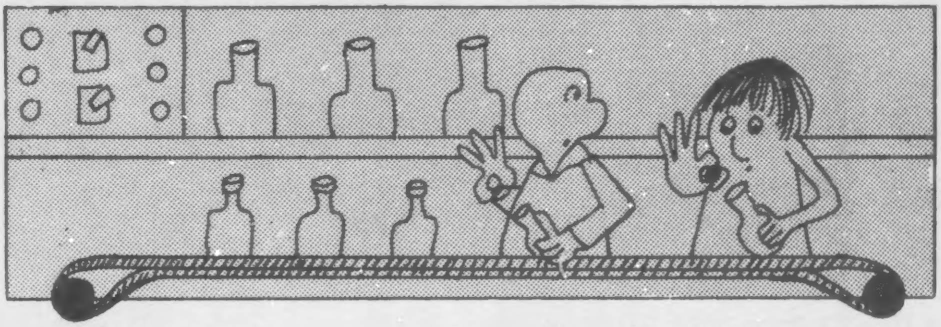
a
one
two
three
some (d)

28 Community/Restaurant

Chunk 3 Respond to questions from co-workers

Situation

In the workplace



Are you new?	Yes. My name is ___ ____.
Are you Chinese?	Yes, I am. No, I'm _______. No, I'm from _____.
How long have you worked here?	For ______ days. Since Tuesday.
Happy to meet you. My name's _____.	Happy to meet you too.

B/C

Do you have a family?	(________).
What are your hobbies?	I like to ______.
What are you doing on the weekend?	(________).
	Who's that man with the red shirt and beard?
(________).	

D

Vocabulary

Chinese
Japanese
Vietnamese
(other)

man
woman
guy

days
months
weeks
nights

beard
(other)

red
(other)

Tuesday
(any day)
(any month)
last week
month

Culture

Many Americans are ignorant of the variety of nationalities in Asia, Africa and Latin America. Hmong, Khmer, Lao, or Vietnamese are often surprised when someone asks, "Are you Chinese?" or says, "Give it to the Chinese guy over there." Americans often cite their ethnic background (Italian-American, Chicano, Portuguese-American, etc.) when referring to themselves. Refugees can also take pride in their backgrounds

Americans often eat in fast food restaurants or from vending machines. The food is already prepared and can be ordered and eaten quickly. In a fast food restaurant, ordering is done at a counter often after standing in line. With a vending machine, "ordering" is done by inserting a coin and pushing a button. In a regular restaurant, food is ordered while seated at a table.

- It's customary to leave a tip in a regular restaurant of about 15%. There is no tipping in fast food restaurants.
- Many Americans resent people smoking near them when they are eating.
- If money is lost in vending machines, it can often be returned by finding the person in charge.

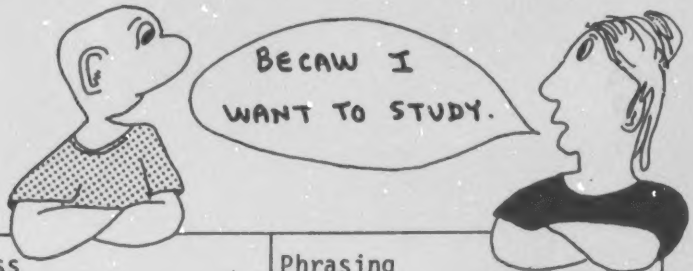
Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
Review (money) **A**		SCHOOL	
B		OFFICE OUT OF ORDER	
Options		COFFEE TEA PUSH PULL (names of coins)	

Grammar

Modal Obligation MUST/HAVE TO	I	must have to	go. work. wait.

Pronunciation

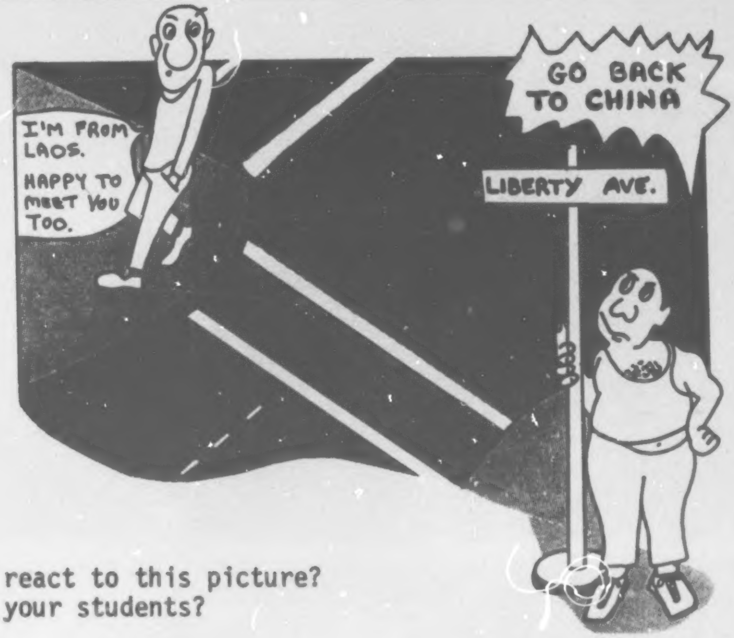

BECAW I WANT TO STUDY.

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1

Day 2

Day 3


I'M FROM LAOS.
HAPPY TO MEET YOU TOO.
GO BACK TO CHINA
LIBERTY AVE.

How do you react to this picture?
What about your students?

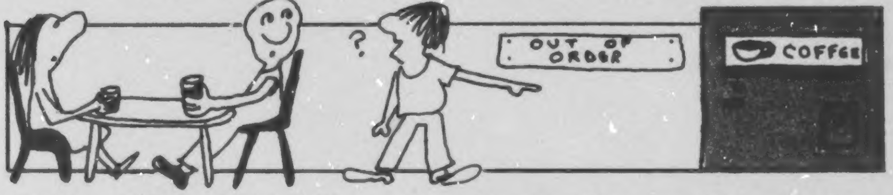
Notes

1. Advisor. On index cards, prepare a series of situations describing a person with a problem or conflict. Put the students in small groups and give each group a card. The group decides what advice to give the person, using the appropriate expressions.

   Samples: Your friend's wife stays home all day and
   is not learning English.
   I think she ought to ______.

   As a follow-up, have students make up situation cards for the advice of the others.

2. Vending Machine. On a large piece of poster board, draw the front of a vending machine with the coin slots and controls. Have the students mime the procedures for operating the machine (when the machine works, it dispenses a piece of chalk). Students ask for help when the machine does not work.

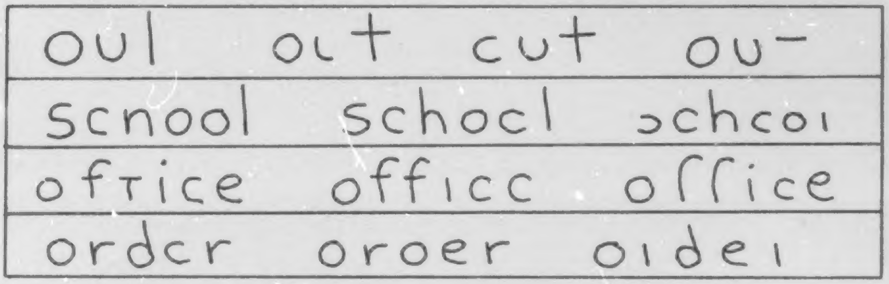


3. Getting Help. Write the names of community service agencies on the blackboard. Elicit from the students the purpose of each agency. Then read aloud a series of difficulties and have the students decide which agency to go to.

   Samples: You can't find a place to live.
   Your grandmother is alone all day.

4. Cultural Exploration: Look at the illustration opposite. Role play a similar negative encounter with an American. Have students observe the situation, suggest reasons why that particular American might be hostile and discuss appropriate responses.

5. Literacy: What's Missing? Write rows of words on a worksheet. Leave out part of some letters. Give the worksheets to the students and have them fill in the missing parts.
   Ex:



oul	olt	cut	ou-
scnool	schocl	ɔchcoı	
ofTice	officc	office	
ordcr	oroer	oıdeı	

28 Community/Restaurant

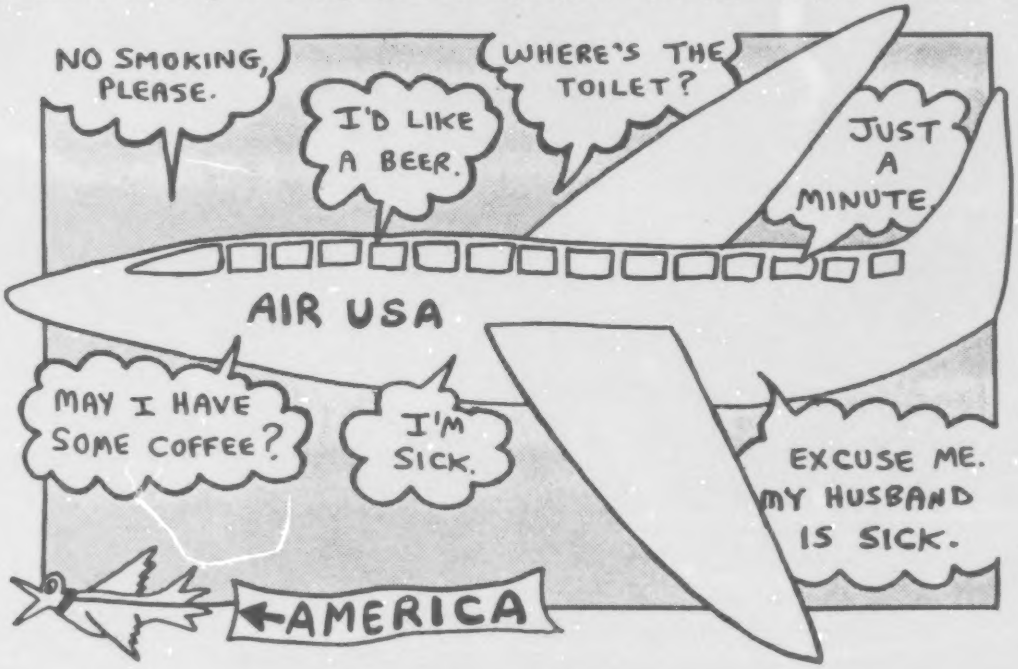
Planning

Help your students understand the importance of taking the initiative in trying to solve their own problems.

Unit 29

Departure

Stepping on the plane for the journey is a person's first real contact with the new culture. There are instructions to be followed, requests to be made and in some cases, help is required. The person may feel many emotions at the time of departure - worry, confusion, sadness, joy. This unit gives students exposure to likely airplane situations so as to create a feeling of being able to cope with the first step of the journey.


NO SMOKING, PLEASE.
I'D LIKE A BEER.
WHERE'S THE TOILET?
JUST A MINUTE.
AIR USA
MAY I HAVE SOME COFFEE?
I'M SICK.
EXCUSE ME. MY HUSBAND IS SICK.
←AMERICA

Purposes

A

To respond to instructions given in airplanes.
To indicate one's food and drink preferences.
To ask for information about airplane facilities.
To ask for help for oneself, family members or others.

B

To respond to and ask questions about one's own and others' times of departure and arrival.

C/D

To describe flight information.
To describe one's feelings about learning.
To understand flight announcements.
To make requests during a flight.

29 Departure

Chunk 1 Ask and answer questions prior to travel.

Situation

In the departure hall of an airport preparing to board a flight

What time do we leave?

(______).

Please have your papers ready.

What are you taking (to America)? I'm taking my _____.

Are you taking your ______? Yes/No.

B

Are you taking your ____ with you? (______).

What did you forget? I forgot my ______.
I didn't forget anything.

How do you feel about learning? I feel happy.

What time is your flight? (______).
What time does your flight leave?
this flight leave?
arrive?

What gate does flight # ____
leave from?

It leaves from gate ____.

Your flight is delayed. When will it leave?

At ______.

C/D

Vocabulary

happy
worried
confused
afraid
excited
glad
lucky

your
some
a

papers
identification
ID's

(to America)
with you

leave
arrive

we
you

Chunk 2 Follow instructions and make requests for help, food or drink

Situation

On the airplane

Fasten your seatbelts.
No smoking.
Sit down please.
Return to your seats.

Where's the toilet?

Over there.
In the front.

Excuse me.
I'm sick.

What would you like to drink?

I'd like coffee.

(______).

Excuse me.
May I have some coffee?
a blanket?
something to eat?

Sure. Just a minute.

A

Please put your seat up.
We're going to land.

Please put up your trays.

Excuse me.
Can you help me?
My husband is sick.
I'm ______.

B

How long does this flight take?

(______).

C/D

Vocabulary

my husband
my wife
my son
my daughter
my friend

this woman
this boy
this girl
this man

blanket
pillow
diaper

coffee
tea
water
coke
milk

I'm
He's
She's

up
down

front
back
middle

29 Departure

Culture

At the airport, it's common for people to double check their departure information:

What time is the flight?
What gate?
What did I forget?

People do this even when they know the departure is proceeding smoothly. It's a good idea to periodically recheck the departure board for last minute changes in flight times, boarding times or cancellations.

Flight attendants may be male or female. They serve meals and also try and satisfy legitimate requests of the travellers. Non-alcoholic and alcoholic beverages are served, but there's often a charge for alcohol. Magazines, newspapers, games and playing cards are often available on request. During long flights, there is usually a movie and you may pay for the use of the headset to listen to it.

- Flight attendants are not doctors. They will see to your comfort on the flight but they don't dispense drugs.
- Obey the no smoking sign and NEVER smoke in the toilets. This is extremely dangerous.

Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
(flight number) e.g. NW 307 own flight number own gate number own seat number (gate number) e.g. 26 (seat number) e.g. 4J **A**		FASTEN YOUR SEATBELT NO SMOKING TOILET	
Review (time) **B**		OCCUPIED VACANT	
Options		LOCK OPEN THROW PAPER HERE GATE SEAT NUMBER FLIGHT NUMBER GATE NUMBER	

Reading and Writing

READING	WRITING
Arrival/departure information board in an airport.	C/D

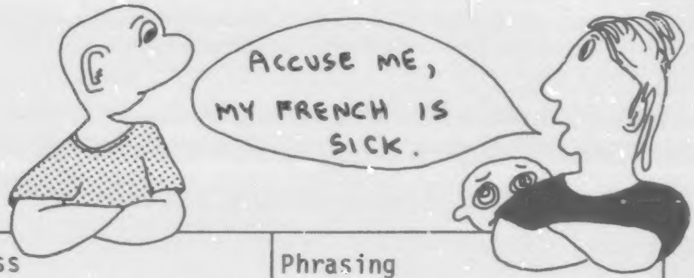
Grammar

Comparative/Superlative
Adjectives

You are	taller shorter older	than	me. him. her.

You are	the tallest. the oldest. the shortest.

Pronunciation


ACCUSE ME, MY FRENCH IS SICK.

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1
Day 2
Day 3

29 Departure

Notes

1. Memory Chain. The first student says, "I'm going to America and I'm taking my notebook." The second student repeats the whole statement and adds another item. Repeat the procedure until all students have added an item.

2. Flight Schedule. Prepare a schedule with destinations, flight numbers, departure times and gate numbers.

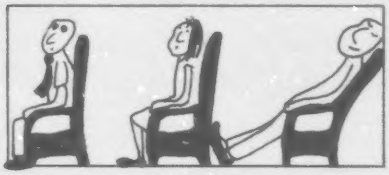
FLIGHT:	TO:	TIME:	GATE:
ST 14	SALINAS	2:00	15
VW 311	OAKLAND	2:08	23
BC 109	KINGSTON	2:30	6
PU 23	BRATTLEBORO	2:35	30
IM 36	PROVIDENCE	3:10	2

   Have students identify the elements and ask and answer questions about the information.

3. Simulation. Arrange the classroom furniture to resemble the passenger cabin in an airplane. Play the role of flight attendant in the beginning. Prepare boarding passes and number the chairs in the classroom. As a variation, give students "task" cards, which direct them to do certain actions (e.g. sit in the wrong seat, get sick, ask for coffee).

4. Tickets. Prepare sample plane tickets. Give one student a ticket and have the rest of the class ask questions to get the information on the ticket. Put the students in pairs, each student with a ticket. They ask and answer questions and pass their tickets to the next group and repeat the procedure.

5. Find the Problem. Make a picture on large poster board showing the inside of a plane. Keep it simple. An option is to draw a series of pictures on separate cards. Show one person doing each of the following:



   - Smoking
   - Standing in the aisle
   - Sitting in a reclining position
   - Sitting without a seat belt
   - Unable to get into a toilet because it's occupied

   Have the students find the problems. Vary this by putting the drawings on individual student worksheets. Students circle the drawings indicating problems.

Planning

29 Departure

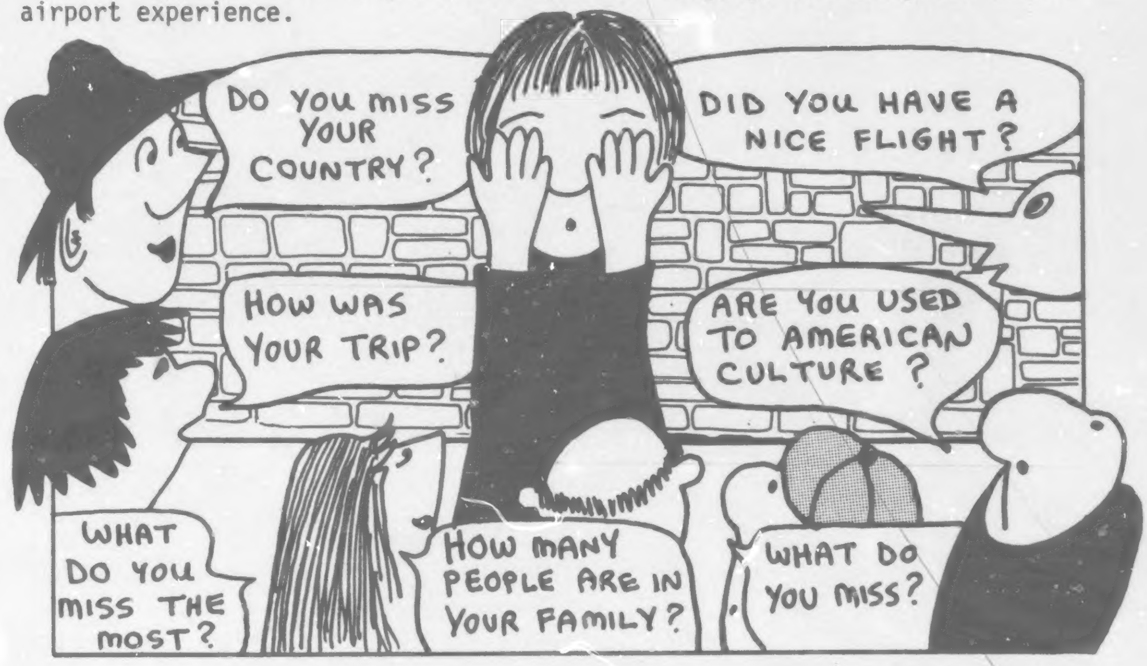
Planning

Remind students that flight attendants are there to help but they are not doctors and don't dispense medicine.

Unit 30

Arrival

On arrival at the airport, everyone goes through immigration, baggage claim and customs formalities. At each stage there are directions to be followed and questions to be answered. And sometimes there is a need to ask for help. This unit gives students the language necessary for the airport experience.


DO YOU MISS YOUR COUNTRY?
DID YOU HAVE A NICE FLIGHT?
HOW WAS YOUR TRIP?
ARE YOU USED TO AMERICAN CULTURE?
WHAT DO YOU MISS THE MOST?
HOW MANY PEOPLE ARE IN YOUR FAMILY?
WHAT DO YOU MISS?

Purposes

A
- To ask for help when lost.
- To follow instructions given in airports.
- To answer personal information questions.

B
- To ask for help in finding belongings and family members.
- To describe one's family group.
- To narrate a need for help or assistance.

C/D
- To describe a flight.
- To describe one's feelings on arrival.
- To describe one's needs on arrival.
- To compare one's own customs with American customs.

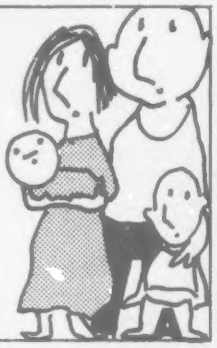
30 Arrival

Chunk 1 Follow instructions and answer questions

Situation

At an immigration control counter in the airport after arrival

Follow me.
Come with me.
Stay here.
Get in the car, please.
Give me your papers.



What's your first name?	(______).
How do you spell your first name?	(______).
How many people are in your family?	There are ___ people in my family.
Do you have an I-94?	(______).

B/C/D

Vocabulary

I-94
Alien Registration Card
Form

family
group

papers
forms
identification

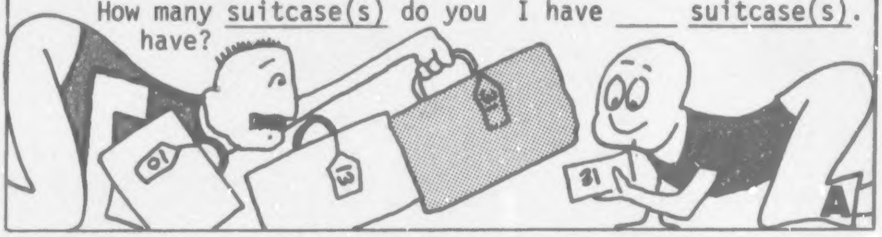
first
last
middle

Chunk 2 Get help locating baggage, papers, facilities, family or sponsor

Situation

In the baggage claim area of the airport

Is this your suitcase?	Yes, this is my ____.
Which suitcase is yours?	This is mine.
How many suitcase(s) do you have?	I have ___ suitcase(s).



Don't worry. I'll help you.	I can't find my suitcase(s). papers.
I'll show you.	Where can I find the bathroom?

B

Do you need help with anything? (______).

C/D

Vocabulary

I'll show you
up there/down there
over there
upstairs
downstairs

the bathroom
something to eat
drink
a telephone
the restaurant

mine/yours
hers
his

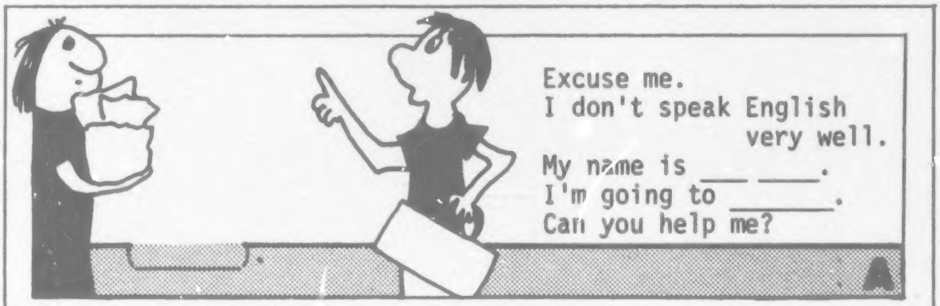
suitcase
bag
box

papers
child
sponsor
(other relations)

Chunk 3 State name, destination and problem and respond to questions about flight and feelings

Situation

In the airport
On a city street
In a bus or train station



Excuse me.
I don't speak English very well.
My name is ___ ____.
I'm going to ______.
Can you help me?

Excuse me.
I'm lost.
My name is _____.
Here are my papers.
I speak a little English.
Can you help me?

(______).

B

Did you have a nice flight?	(______).
How was your trip?	(______).
Do you miss your country?	(______).
What do you miss the most?	(______).
Are you used to American culture? customs?	

Welcome to America.
Welcome to The U.S.

Thank you.

C/D

Culture

On arrival at an airport after an overseas flight, Americans usually follow signs and occasional oral instructions ("That door, please," "To your left, please."). Signs direct passengers to immigration or passport control, the baggage claim area and baggage inspection (customs). Signs further direct passengers to toilets, coffee shops, telephones, taxis, information, etc. Many signs are actually symbols so that non-native English speakers can understand them. For example, telephone might be: and information could be:

☎ ?

- Missing or damaged luggage should be reported before leaving the baggage claim area.
- In some airports, bags cannot be taken out of the claim area unless the baggage claim ticket is produced and it matches the one on the bag.
- Hazardous substances, "strange" herbs and medicines, fruits and vegetables, seeds, and certain banned goods may be removed from luggage by customs officials. Illegal items such as drugs or weapons will result in arrest.

Literacy

READING			WRITING
Numbers/Time	Letters	Sight Words/Signs	
(baggage tags) A	Review (spell one's name)	Review TOILET	
B		(airport symbols for) MEN WOMEN INFORMATION FOOD/DRINK TELEPHONE LOST BAGGAGE	
Options		BUS (STOP) TAXI EXIT	

IDENTIFICATION TAG
No. 642708
BANGKOK

Reading and Writing

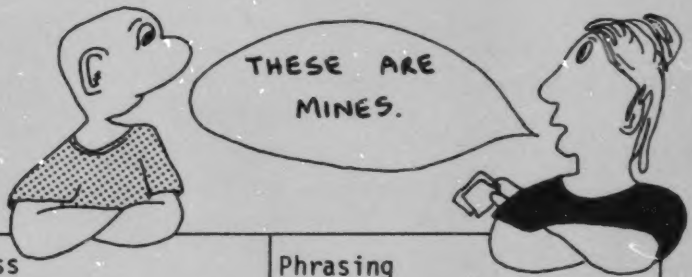
READING	WRITING
Procedural signs. Ex: BAGGAGE CLAIM, GATE, TICKETS.	C/D

Grammar

Possessive Pronouns

That is That's	mine. yours. his. hers. ours. yours. theirs.

Pronunciation


THESE ARE MINES.

Vowels	Stress	Phrasing
Consonants	Rhythm	Intonation

Day 1

Day 2

Day 3

Notes

1. Action Sequence. Give the students commands to carry out actions. Vary this by having the students give each other directives. Ask them to give the directives in different ways -- using different expressions and also non-verbal cues. Afterwards, ask the students to discuss the different ways of giving commands.

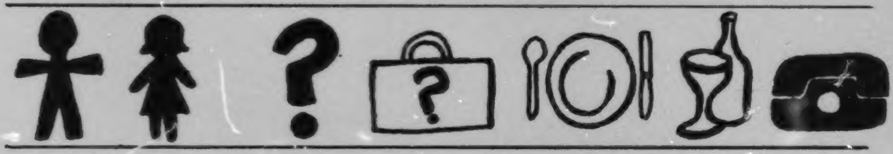
2. Open-Ended Story. Present the following situations as stories:

   - the refugee arrives but there's no sponsor waiting.
   - the refugee telephones the sponsor.
   - the refugee can't find his/her bag at the airport.
   - the refugee is lost.

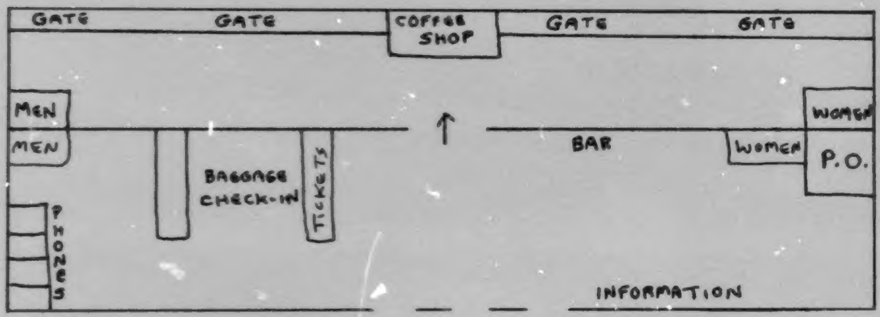
   In each case, act out the situation and ask the students to provide possible solutions. Vary this by having the students act out the problem and the solutions. Give advanced students the open-ended stories in writing.

3. Literacy: Baggage Claim. Distribute paper bags to each student and ask them to put one or two personal possessions in it. Have them check their bags at the "airport counter." Staple a baggage claim number to the bag and give the student a card with same number. Afterwards, students find their bags by matching baggage claim numbers. Vary this by "losing" a student's bag.

4. Literacy: Airport Terminal. On poster board, make a floor plan of the arrival or departure hall of an airport. The sections of the hall are labelled with symbols, e.g.:



Students match symbol cards or word cards to the appropriate spots on the floor plan. Vary this by giving students a series of tasks to carry out, e.g. "Go to the men's room. Go to the ticket counter and then go through customs."



30 Arrival

Planning

WELCOME TO THE UNITED STATES.

Learning and Teaching

All teachers must make choices. Your choices about teaching can affect your students' learning.

Why do you do the things that you do in the classroom? Why do you choose to do one thing instead of another? What are your reasons, your criteria? The purpose of this section of the handbook is to challenge you to look closely at what you do in the classroom--and to define or affirm why you do it.

This section is based on the following principles:

- You are responsible for the kind of teacher you choose to become.
- The kind of teacher you become is a result of choices that you make.
- The more conscious and clear the criteria for your choices are, the more purposeful and effective your teaching can become.

It is about developing criteria, defining reasons for your choices. The closer your reasons are to truths about learning, the more effective your teaching can be. You have to find these truths, these principles of learning, for yourself. As all teachers must do.

Accordingly, one person's examination of learning and teaching is presented in the following pages. You are not asked to accept or agree with this point of view. You are rather invited to use it to arrive at your own set of criteria. To help you with this, there are questions in the text which challenge you to state what is true for you.

Scholars and experts disagree on what learning is and how people learn. No one has yet come up with a universally accepted theory of learning. There is no definitive answer. Like all teachers, you must find your own answers. It is your job to sift through the work that you and others have done. With a critical eye, you then have to determine and yield to what is true.

Learning and Teaching

WHAT IS LEARNING?

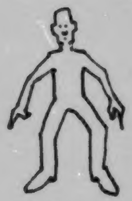
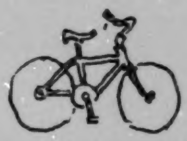
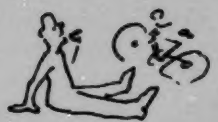
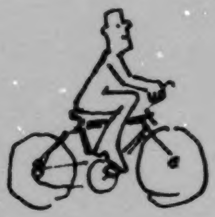
Learning is a common, everyday occurence. It goes on around you all the time. People you know, people you don't know--you yourself--are actively involved in some kind of learning. If, in fact, you are learning all the time, what can you say about it? What is learning?

> Think about your own experiences and study. Consider these principles of learning:
>
> Learning is acquiring knowledge.
> Learning is a process of trial and error.
> Learning is the same process for everyone.
> Learning requires a teacher.
> Learning is memorization.
>
> Which of these principles is true for you?
> Why?

Riding a bicycle is a common everyday occurence, something that nearly everyone has learned to do. Think back on your own experience of learning to ride a bicycle. Compare this with the description of learning that follows to define principles of learning that are true for you.

ELEMENTS OF LEARNING

The first step is to define the subject matter, in this case, learning. The simple equation below shows you the elements of learning that you need to consider.

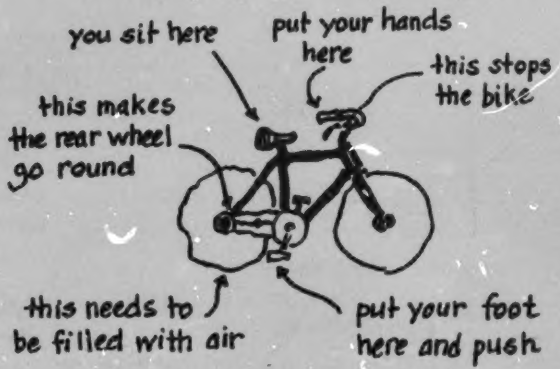
You + bicycle + time = riding a bicycle

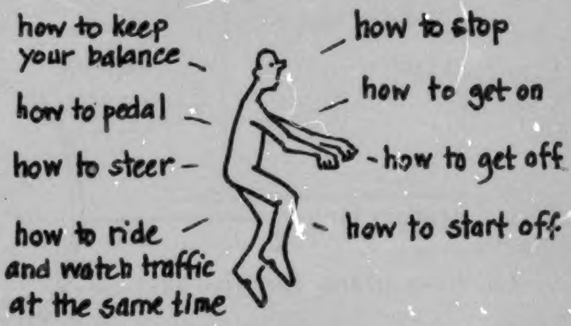
Written differently, this equation consists of four key elements:

PERSON + SUBJECT MATTER + PROCESS = RESULT

SUBJECT MATTER: What are you learning?

A	KNOWLEDGE	"knowing about" facts information
B	SKILLS	"knowing how" abilities performance


you sit here
put your hands here
this stops the bike
this makes the rear wheel go round
this needs to be filled with air
put your foot here and push


how to keep your balance
how to pedal
how to steer
how to ride and watch traffic at the same time
how to stop
how to get on
how to get off
how to start off

RESULT: How do you know you have learned?

You answer by your riding--what you know and what you can do. This is demonstrated by your not falling down, your successful starting, stopping, turning, your controlling of the bicycle in different situations.

What you know.

What you can do.

You do not have to actively think about riding the bicycle. This has become automatic, like a habit. For this reason, you are able to get on your bicycle, set off for a destination, travel the distance and successfully arrive--with your mind on something else! Yet during this time, you made many important decisions: when to slow down, when to go faster, to stop, to turn.

It's automatic.

It's a habit.

You don't think about it.

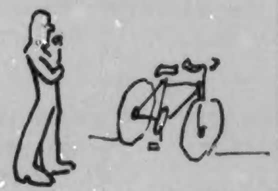
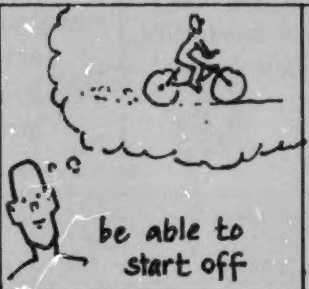
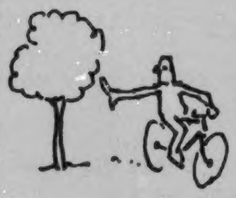
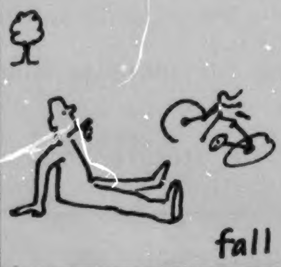
You can do it in different situations.

You decided when you had learned enough. You decided not to become a professional racer or a trick cyclist with the circus.

You decide.

Does this make sense to you?
Why? Why not?

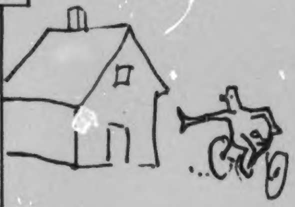
THE PROCESS: How do you learn?

1. SET THE TASK	Decide what you need -to be able to do -to know Break the subject matter down into "parts"	 how to start off	- how the brakes work - how the pedals work - how to get on - how to start off - how to turn -
2. SET OBJECTIVES	Decide what you hope to achieve	 be able to start off	- know about how the pedals and brakes work - know how to get on, start off, stop -
3. USE TECHNIQUES	Find ways to help you learn	 push off from a tree	- ask someone - read a handbook - imitate someone - imagine yourself doing it correctly -
4. MAKE MISTAKES	Not intentionally You can't really avoid them	 fall	- fall - not pay attention - go too fast - be over-confident - think too much about your efforts -

5. EVALUATE

Did you meet -the demands of the subject matter? -your own demands of mastery/excellence?		- do you know about the brakes and the pedals? - are you able to get on? start off? turn? -

6. DECIDE WHAT TO DO NEXT

	 push off from a house	- do it again - change techniques - change the task - go on to a new task -

SIGNALS

As you engage in the subject matter, there are certain signs that you are in the process of learning:

Confusion
Satisfaction
Practicing
Asking Questions
Forgetting

Frustration
Guessing
Repeating
Stopping to Think
Waiting

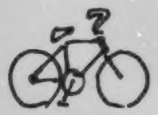
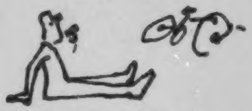
And, depending on who you are--anger, joy, boredom, embarrassment, pride, determination, precision, carelessness, humor, and so on...

Think about your own experiences and study.
How does your process of learning compare with the one above?

Learning and Teaching

SUMMARY

Consider again the elements of learning:

PERSON	+	SUBJECT MATTER	+	PROCESS	=	RESULT
						
All that you bring	+	knowing about and knowing how	+	deciding what why how when	=	change

From this description of learning, you can isolate many principles of learning. Here are a few:

Each person is responsible for his/her learning.

Each person learns in a different way.

Learning consists of purposeful decision-making.

Are these principles true for you?
Why? Why not?

Read the preceding pages on learning again. Some things are missing.

What is missing?
Is it important?
Why? Why not?

Make a list of the principles of learning that are true for you.

Understanding your own learning is the first step in making your teaching more conscious and purposeful. The next step is to study other people to find out how they learn. The more you understand about how others learn, the closer you are to universal principles of learning. These can lead you to establish your principles of teaching.

WHAT IS TEACHING?

In theory, the relationship between teaching and learning ought to be very close, like two sides of the same coin. Where there is teaching, there ought to be learning. In practice, however, this is not always so. What is the relationship between teaching and learning? Consider this contrast:

Teaching and Learning

On your own,	In class,
you broke down the subject matter..................	the teacher breaks it down.
you decided the order of the parts.....................	the teacher decides the sequence of material.
you decided when to stop....	the teacher decides.
you decided what you hoped to achieve................	the teacher sets the objectives.
you decided which techniques to use....................	the teacher indicates which strategies you use.
you corrected your own mistakes..	the teacher does the correcting.
you decided if you had learned..	the teacher evaluates your learning.
you decided if you had reached your standard of excellence...	the teacher sets the standards for mastery.
you decided what to do next...	the teacher decides.
you engaged in learning with all of your person.........	the teacher decides which aspects of your person will be allowed in class.

Do you agree with this contrast?
Why? Why not?

Learning and Teaching

THE TEACHER'S JOB

There are many things that you have to do as a teacher. Likewise, there are many things that students have to do. It is important to distinguish between your job and the students' job. Their job is to learn; your job is to teach. For you, this means knowing the subject matter, knowing about learning, knowing how to teach and knowing how to get along with people.

Here are some of your job responsibilities:

SUBJECT MATTER

1. Break it down into parts.
2. Sequence the material.

PROCESS

1. Set the learning task for students.
2. Set the objectives.
3. Choose techniques.
4. Assess learning.

PERSON/ PEOPLE

1. Set the tone for class.
2. Establish a relationship with the students.

PLACE

1. Arrange the classroom.

What other jobs does a teacher have?
Are these important?
Why? Why not?

It is important to know what you have to do as a teacher. However, it is often the way you choose to do these jobs that makes a difference for your students.

DEVELOPING CRITERIA

The way you choose to do your jobs as a teacher depends on many factors--how much knowledge and expertise you have about learning, teaching, the subject matter and getting along with people. It also depends on your ability to know when you have done a good job. To know this, you need criteria, reasons. Your criteria help you to choose.

To isolate some of your criteria, ask yourself these questions:

Do you allow students to choose what they want to learn?

Do you invite the students to get to know each other in class?

Do you ask the students for their opinion of the effectiveness of your teaching?

Choose one question. Answer it truthfully.

Why did you answer this way?

How is your answer related to principles of learning?

Are these principles facts or opinions?

On the following pages, four jobs of teachers are presented. There are choices for you to make about these jobs. The purpose of presenting these choices is to offer you an opportunity to define or affirm the reasons behind your choices--your criteria.

Learning and Teaching

PEOPLE

Teacher and students in the classroom--people together for a common purpose, that's all. If you think of yourself as the teacher and of them as students, it's easy to lose sight of the fact that you are all people. The way people get along with each other--and with you--can have a great impact on their learning. How much do you know about people, about the people in your classroom?

WHO ARE YOU TEACHING?

An Individual

with	a mind	ideas, opinions, beliefs
	a heart	hopes, dreams
	a body	fears
	a history	ways of doing things
	an image of self	ways of looking at things
	a language	talents, skills
	a culture	shortcomings

who has already learned many things

A Group

of individuals
with ways of viewing and relating to other people
according to
how old they are
whether they are a man or woman
their "place" in society

where they are

why they are together

how others relate to them

BEING TOGETHER

Both you and the students are doing your jobs in the classroom. What is the experience like?

competitive? ⟷ cooperative?
enjoyable/fun? ⟷ serious/disciplined?
impersonal/cold? ⟷ friendly/warm?
informal/relaxed? ⟷ formal/strict?

What kind of atmosphere is best for learning? Why?

Consider these situations:

1. Lek is in the middle of a question/answer exercise. Students are asking each other what they like to eat. Lek points to indicate which students ask and which students answer. As usual, she calls on students who don't have much difficulty--the faster students. She smiles and encourages these students. When a slower student does ask or answer, Lek becomes impatient and gets a frustrated expression on her face. Sometimes, she laughs at their mistakes.

What can you say about Lek's relationship with her students?
Do you agree with this?
Why? Why not?

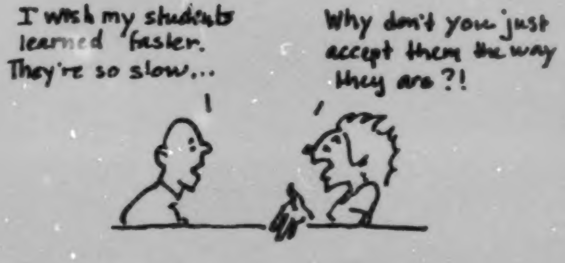
2. Al is teaching pronunciation. The students are working on making questions with the proper sentence stress and intonation. Al is working with all the students, but he spent a lot of time with two. With one, he adopted an insistent, demanding manner--forcing the student to do better, to make the question sound right. The student worked hard and well. With the other student, Al assumed a gentler, more patient manner. His voice was calmer; he waited more. This student also worked hard and well.

What do you notice about Al's relationship with these students?
Does this make sense to you?
Why? Why not?

3. Eed belives that students learn best when there is a cooperative relationship in class. Students work together, correct each other's mistakes rather than always depending on the teacher. She asks students to work on tasks in small groups and in pairs, to talk to each other, relying more on themselves. However, many of her students come from a culture where the teacher is the sole authority in the classroom, the source of all information. Some of the men resent working with women in small groups. Other students just don't like each other.

What would you advise Eed to do?
Why?

Compare your answers to these situations with other teachers.


I wish my students learned faster. They're so slow...
Why don't you just accept them the way they are?!

SETTING OBJECTIVES

An objective is a statement of purpose. It is an answer to the question "What do you hope to achieve?"

Your objectives, whether you can describe them or not, are reflected in what you do--and do not do--in the classroom. The proverb "Actions speak louder than words" is certainly true for teaching.

The clearer and more conscious you make your objectives, the more control you can have over your teaching.

If you don't know where you're going... how will you know when you get there?!

Kinds of Objectives

For the Student

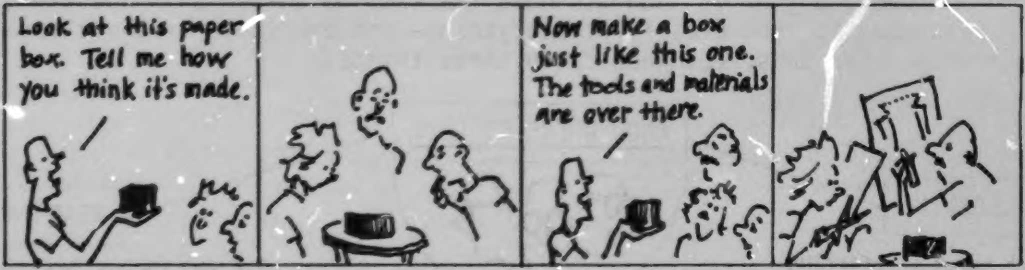
	Focus	Examples
PERFORMANCE What can the student DO?	Skills Knowledge	- read aloud the letters of the alphabet. - write her name - answer the question "What's your name?" - -
DEVELOPMENT What can the student BECOME?	Attitudes Awareness	- self-confident - open to people from other cultures - aware of her learning process - -

For the Teacher

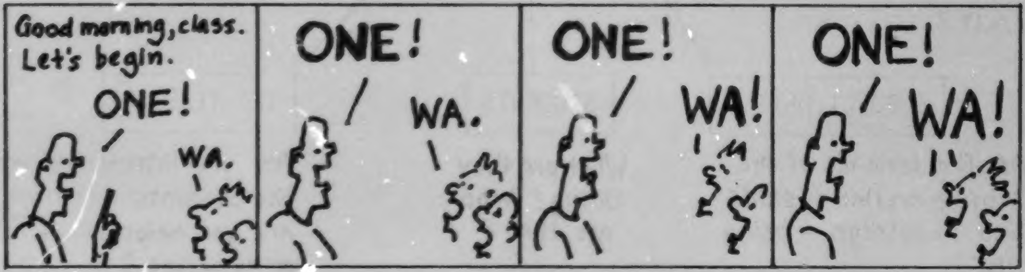
CONTENT What is the student to learn?	Subject Matter	- language as a means of communication - vocabulary and expressions for the workplace - simple material before complex - -
PROCESS How is the student to learn?	Classroom Experience	- to allow students to find out for themselves - to foster a relaxed atmosphere. - to allow students to comment on lessons. - -

Study the scenarios below:

A


Look at this paper box. Tell me how you think it's made.
Now make a box just like this one. The tools and materials are over there.

B


Good morning, class. Let's begin.
ONE!
WA.
ONE!
WA.
ONE!
WA!
ONE!
WA!

What kinds of objectives can you see?

Read these statements of objectives:

1. To follow instructions to make a cup of coffee.
2. To talk uninterrupted for 3 minutes, describing one's family.
3. To describe which techniques that the teacher used helped one learn and which didn't help.

What principles of learning or teaching underlie these objectives?

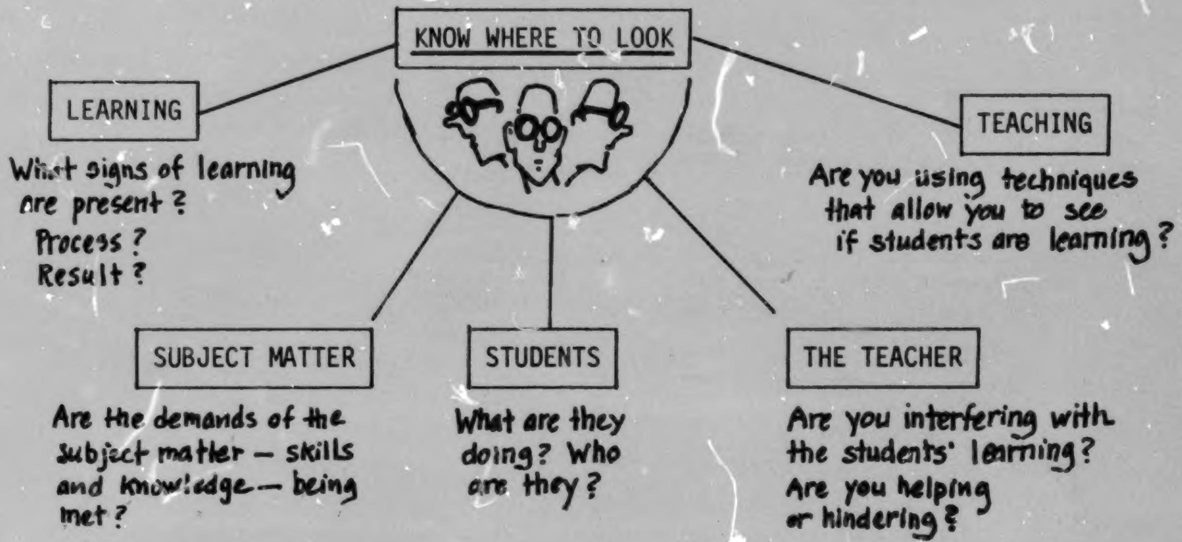
Do these principles make sense to you?

Why? Why not?

ASSESSING LEARNING

How can you know if students have learned? To answer this question, you need to look closely at everything--and everyone--in the classroom. For this, you need to do three things:

1



KNOW WHERE TO LOOK

LEARNING

What signs of learning are present?
Process?
Result?

TEACHING

Are you using techniques that allow you to see if students are learning?

SUBJECT MATTER

Are the demands of the subject matter – skills and knowledge – being met?

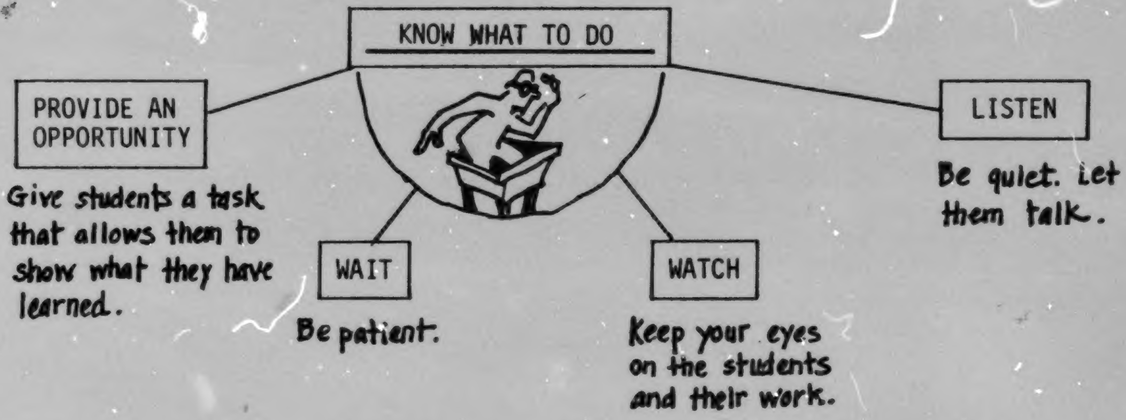
STUDENTS

What are they doing? Who are they?

THE TEACHER

Are you interfering with the students' learning? Are you helping or hindering?

2



KNOW WHAT TO DO

PROVIDE AN OPPORTUNITY

Give students a task that allows them to show what they have learned.

WAIT

Be patient.

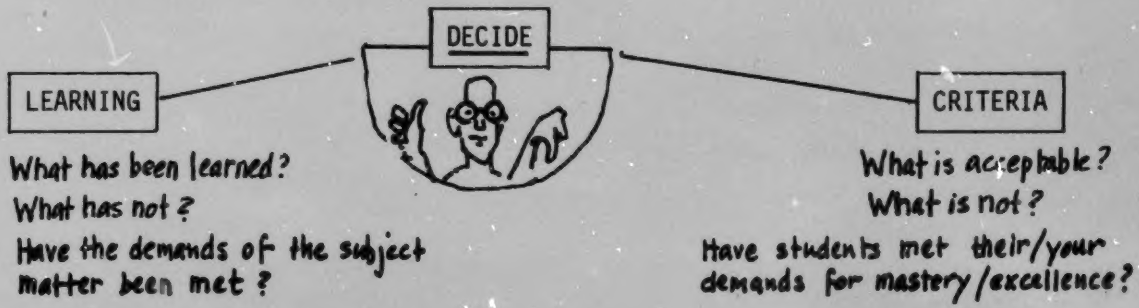
WATCH

Keep your eyes on the students and their work.

LISTEN

Be quiet. Let them talk.

3



DECIDE

LEARNING

What has been learned?
What has not?
Have the demands of the subject matter been met?

CRITERIA

What is acceptable?
What is not?
Have students met their/your demands for mastery/excellence?

Consider these situations:

1. It is the last 20 minutes of class. Mary, the teacher, is watching while the students, in groups of four, play a game of Concentration. In this game, they have to match words that have the same vowel sound (e.g. "beat" and "sweet"). Each group of four made a set of matching cards, which Mary checked over. The groups exchanged sets of cards. Now, the students are reading the words aloud as they turn the cards over; they are correcting each other's pronunciation. Sometimes, when they can't agree, they call Mary over to ask her. Mary goes from group to group, watching and listening.

2. It's close to the end of the first 15 minutes of class. The students are seated around a table, listening to José, the teacher, explaining how to make a cup of coffee. He has put drawings of each step of the procedure on the blackboard. As he talked, he pointed to the appropriate pictures. He saw that some students were yawning and playing with their pencils. He is now going through the steps again; this time he is using real ingredients to actually make a cup of coffee. The students are watching and listening as Jose talks.

3. There are just a few minutes left in class. Orawan, the teacher, is watching two students in a role play. One student is playing the role of an employer; the other is an employee, explaining why he is late. Both students volunteered for the roles. Orawan is making mental notes of the students errors. One student is making a lot of mistakes, but this is the first time she's ever volunteered and is trying hard. The other students are watching; some are looking out the window. There is only enough time for two students to do the role play.

Read each situation again. Answer these questions:

When did learning occur?

How did it occur?

How can you be sure?

LESSON PLANNING

1. REVIEW ...
LESSON PLAN

With the lesson plan, you are a step away from the classroom and the students, a step away from actually teaching. Even though your plan is at best an "educated guess" about what will happen in class, it does reflect your views on the subject matter and how you think people learn best. Since you are dealing with people, it is always difficult to predict exactly how students will respond. How can you plan?

Ask yourself these questions:

1. WHAT AM I GOING TO TEACH?	Subject Matter	Skills ? Knowledge?
2. WHO AM I TEACHING?	People	Individuals ? Group ?
3. WHAT DO I HOPE TO ACHIEVE?	Objectives	Performance ? Development ?
4. HOW AM I GOING TO TEACH?	Techniques	Learning Strategies ? Learning Experience ?
5. HOW AM I GOING TO KNOW IF STUDENTS HAVE LEARNED?	Assessing learning	Process ? Result ?

PARTS OF A LESSON PLAN

		Purposes	Time Spent	Techniques
1	BEGINNING	people need to know the meaning of things	least	which get the meaning across
2	MIDDLE	people need a chance to practice things	more	which provide practice
3	END	people need a chance to apply things	most	which allow the students to choose and you to see

HOW TO PLAN

VISUALIZATION

Dan plans his lessons this way. First, he thinks about what he's going to teach (questions and answers with "to have"). He thinks of realistic, meaningful situations where the use of "to have" is natural, not artificial--like people asking each other for cards in a card game. He then imagines a scene in class with his students doing that very activity. If it seems workable, he plans his lessons "backwards" by thinking of techniques and activities that will prepare students to play cards.

Elda plans her lessons by looking carefully at the language for the lesson. She makes a precise list of the words and structures the students will learn. Then, she writes detailed objectives for the students based on this langauge. Looking at these objectives, she decides on a progression of activities that students will go through to get to the desired end result.

LOGIC

ACTIVITIES

Jon plans by fitting the subject matter (questions and answers with "to have") into a set of techniques that correspond to the basic steps of a lesson. Jon varies little from these techniques--only to include a game or other "light" activity.

Which planning procedure makes most sense to you? Why?

Learning and Teaching

SUMMARY

In the final analysis, it is up to you to decide what learning and teaching are about. There are many sources available for your study: the work of others who have studied these same questions, the students you teach and you--your own experiences and conclusions.

You are your best resource.

Make a list of your principles of learning and teaching.

Language

- I don't understand.
  Repeat, please.

+ I said. "What time is it?"

- Oh. It's four o'clock.

What are you teaching when you teach language? What kind of subject is it? What is language? How do people use it? What are your answers to these questions?

Like your choices about learning and teaching, the choices you make about language can also have great impact on your students' learning. Do you choose to emphasize grammar over pronunciation? Do you choose to include gestures or other non-verbal aspects of language? Do you choose to have students use language to communicate with each other? The purpose of this section is to ask you to examine your definition of language, from the perspectives of language user and language teacher, to clarify your reasons for teaching what you teach.

Language textbooks make many choices about language for you. But depending on your own view of language, there are still many choices open to you. Language is a vast subject, intimately and intricately linked with people. It reflects virtually all aspects of human life: the way people structure and implement their dealings with each other, the social systems they set up, their customs and values--their culture. Language is also a system in itself, with patterns for sounds, grammar, words and meanings, and in some cases, script. Which is most important? How do you decide? What are your reasons, your criteria?

Again, one person's point of view is presented in the following pages. Again, you are not asked to accept or agree with his view of language. Use it and the questions in the text to define or affirm what is true for you.

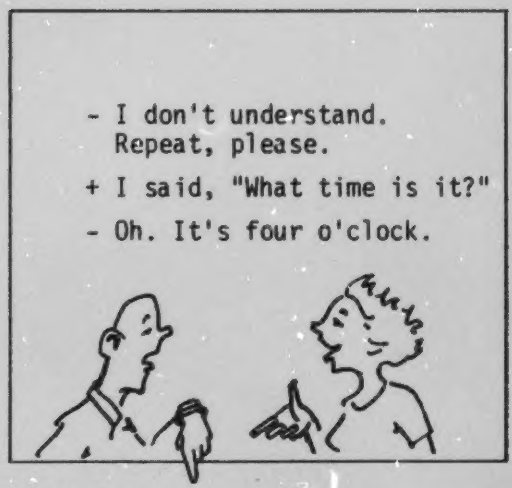
Learning another language can be a unique journey into another perception of people and of the world. Studying both language and how you and others learn it can lead to truths which will help you teach it.

What is your view of language?

LANGUAGE AS SUBJECT

It is possible to study language without looking at how it is really used by native speakers. It is like studying about riding bicycles by taking apart a bicycle and examining the pieces. Even though it is not easy to separate language from the people who use it and from the culture where they use it, such a study can help you understand how language works.

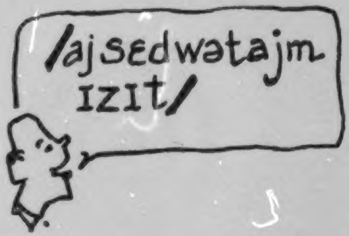
Knowing how to form the sounds, how to make grammatical sentences, how to choose the correct words, how to write correct sentences--all this can be called linguistic competence.


- I don't understand. Repeat, please.
+ I said, "What time is it?"
- Oh. It's four o'clock.

Language as a Subject

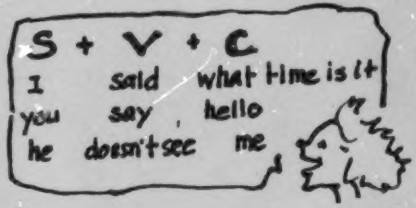
Sounds

Spoken language is a stream of sound. This stream of sound is in fact a stream of many sounds. The sound system of a language can be reduced to a number of specific elements, each a possible teaching focus.


/ajsɛdwətajm ɪzɪt/

Grammar

Grammar is the set of rules for making words and sentences in the language. These rules are understood by every native speaker of a language. Grammar is based primarily on the meaning of words and the function of words in sentences.


S + V + C
I said what time is it
you say, hello
he doesn't see me

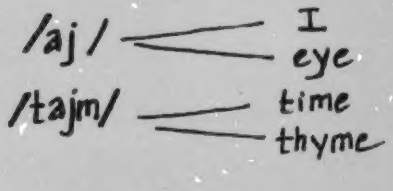
Vocabulary

Vocabulary is words, words and their meanings. A dictionary is a good example of the vocabulary of a language: simply a list of all the words and what they mean.

repeat — to perform again

Script

Script is the reflection of the spoken language in writing. In English, which has an alphabetic writing system, there is a link between sound and symbol. The letters represent certain sounds in the language.


/aj/
I
eye
/tajm/
time
thyme

SOUNDS

Consonants Vowels	Where does the voice continue or stop?	I O U E A D NT ND RST ND
Word Stress	Where does the emphasis fall?	underStand
Rhythm	What beat or pattern does the sound follow?	I don't understand • · · • · · • · · · •
Intonation	Where does the voice rise or fall?	I don't un der stand.
Sentence Stress	Which words or parts of words are emphasized?	I don't underStand.
Phrasing	Where do you pause?	I said//what time//is it?

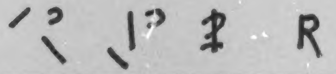
GRAMMAR

Parts of Speech	What functions do words serve?	NOUNS — I, it, time VERBS — repeat, is, said
Roots Affixes	What can you add to words?	stand — under·stand·abl·y stand-in stands
Word Order	Which words go where?	time it what is
Sentence Patterns	What kinds of words fit the pattern?	SUBJECT + VERB + COMPLEMENT

VOCABULARY

Content Words	Which words describe the topic?	four o'clock
Function Words	Which words hold the sentence together?	It is

SCRIPT

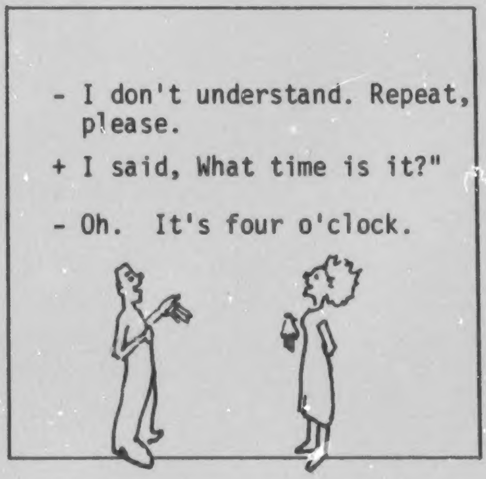
Letter Formation	How do you make the letters?	 R
Linear Sequence	In which direction do you read and write?	.esaelp ,taepeR .dnatsrednu t'nod I
Spacing	Where are the blank spaces?	idontunderstandrepeatplease
Punctuation Capitalization	How do you set words apart?	? . , " " I R
Spelling	How do the sounds match the symbols?	/i/ ee ea e i

LANGUAGE IN USE

Language is more than just a subject of study. It is a living, dynamic link among people. People use language. Language is an interal, intricate part of life.

Looking at how people actually use language can help you understand how to teach it. There is, after all, a big diffference between knowing about a language and knowing how to use it with native speakers.

Knowing how to use language--knowing about the people who speak it, knowing about their culture--this know-how is called communicative competence.



- I don't understand. Repeat, please.

+ I said, What time is it?"

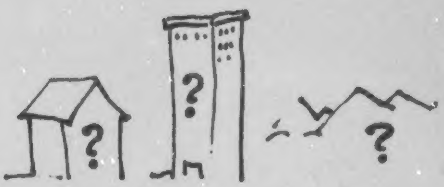
- Oh. It's four o'clock.

Language in Use

Language in use involves language for communication. Looking at language in this way means looking at communicative exchanges beween people.

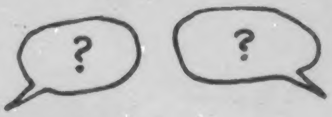
Situation

Every exchange occurs somewhere. This setting, this place can have an effect on the kind of language that is used. Where are the people? At home? In the park?



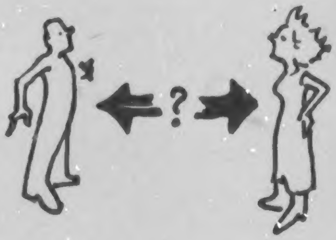
Topic

Also, every exchange involves a topic, a subject of conversation. What are the people talking about? The weather? The stock market?



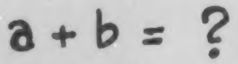
People

The people involved in the exchange, their ages, their sex, their social relationship, their self-image--all these factors can influence the language and the nature of the exchange.



Function

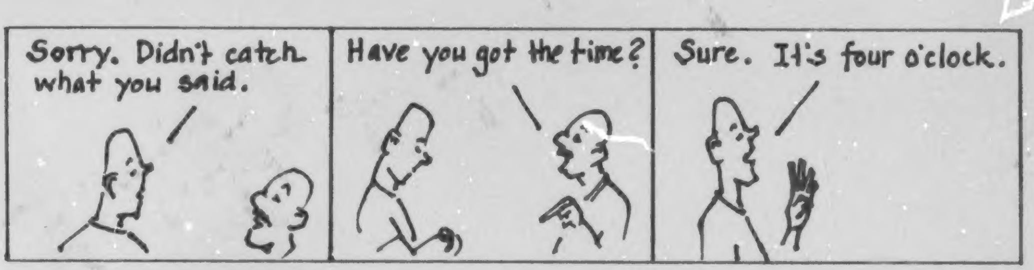
What is the purpose of the exchange between these people? Is it to get information? Is it to express disagreement? Is it to say goodbye? To congratulate?



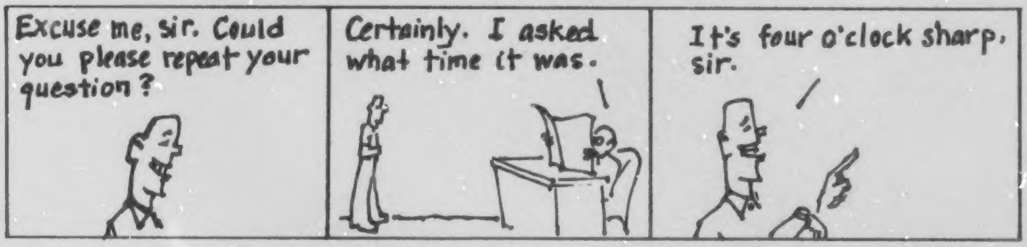
Examine the following three scenarios to see how language in use works:

	Situation	Topic	People	Function
A	Street Corner	time of day	- John - stranger	to request clarification
B	Office	time of day	- John - John's boss	to request clarification
C	Kitchen	time of day	- John - Mary: John's wife	to request clarification

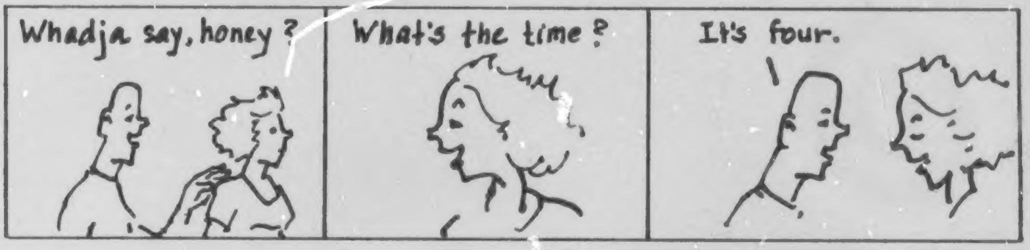
A


Sorry. Didn't catch what you said.
Have you got the time?
Sure. It's four o'clock.

B


Excuse me, sir. Could you please repeat your question?
Certainly. I asked what time it was.
It's four o'clock sharp, sir.

C


Whadja say, honey?
What's the time?
It's four.

Is there a place for this aspect of language in the classroom? Why? Why not?

OTHER KINDS OF LANGUAGE

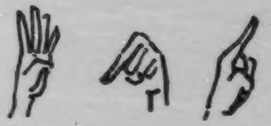
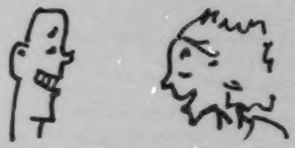
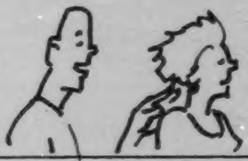
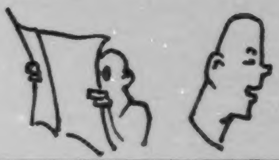
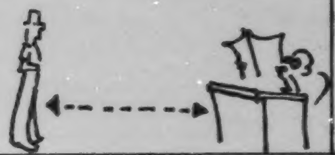
The oral and the written forms of language are just two ways of expressing and understanding meaning. Non-verbal forms also play an important role in the process of communication. They are more difficult to isolate and to study, since we don't usually notice them, until something goes wrong.

- I don't understand. Repeat, please.

+ I said, "What time is it?"

- Oh. It's four o'clock.

Consider these aspects of the scenarios from the previous page:

	GESTURES	With hands? Arms? Shoulders? Head?
	FACIAL EXPRESSIONS	Smiles? Frowns? Winks?
	TOUCHING	Who touches whom? Where? For how long?
	EYE CONTACT	Do people look each other in the eye? Do they look down or away?
	DISTANCE	How far apart or close together do people position themselves?

Do these have a place in the classroom?
Why? Why not?

WHAT IS LANGUAGE FOR?

For COMMUNICATION	You use language to convey meaning, to make yourself understood. Others do the same. When the message gets across, communication has occurred.
For SELF-EXPRESSION	All that is conveyed is not always understood. You can use language for your own ends and purposes; communication may not be one.
For THINKING	Language provides you with symbols that help you think. With words in your mind, you can do math problems, plan tomorrow's activities, recall an event from your past.
For DESCRIBING THE WORLD	What you perceive. What you experience. What surrounds you--and the perceptions, experiences and surroundings of others. Language provides symbols that reflect your perception--the perception of people of your culture of the world around you.

CULTURE

To speak a language--to know about the language and to know how to use it appropriately--means many things. It means knowing how to express yourself, how to communicate, how to think in that language. It means knowing about the culture, the world of the people who share that language--their history, their values, their institutions.

All this you can do--as a native speaker of your own language. All this your students can do--as speakers of their mother tongue.

Teaching a second language, then, is offering an opportunity for people to become bilingual, to become bicultural, to learn another perception of the world around us.

Does this make sense to you?
Why? Why not?

Language

SUMMARY

Language has many faces. As a language teacher, there are many decisions you have to consider when you think about what to teach. Are you teaching linguistic competence--a knowledge of what language is about? Are you teaching communicative competence--a knowledge of how to use language? Are you teaching non-verbal aspects of language--gestures, eye contact, facial expressions? Are you teaching culture--customs, behavior and perceptions of native speakers of that language? Are you teaching people to become bilingual/bicultural?

What is your view of language?

Lesson Planning

There are many ways to plan a lesson--as many ways as there are teachers. What is important is that you find a system for planning that helps you with your teaching. For some teachers, this means writing everything down in great detail. For others, it means making a few notes of special activities. Other teachers make their plans right after a class has ended. What is the system that works best for you?

Even though there are many ways to write a lesson plan, all effective lessons contain a minimum of key elements: content, purposes, choice of techniques and a means of assessing students' learning. In planning, you need to take these elements into account in some way. You also need to consider the needs, abilities and personalities of the students. And, you need to consider how much time is available to you to teach the lesson. The clearer and more conscious you are about these elements, the more effective your lessons are likely to be.

In addition to these elements, your plan also reflects the principles you hold about learning, teaching and the subject matter. Your beliefs or opinions about how people learn will affect your choice of objectives, techniques, what and how you assess--even what you choose to teach.

On the next few pages, there is a sample lesson plan for one lesson in the curriculum. This lesson plan is based on the following principles of learning and teaching:

- The student does the learning.
- Learning is enhanced when the students have an active role in class.
- Language is for communication.
- The teacher's job is to provide a structured task which allows the students to work on the subject matter.
- Learning is doing.
- Learning is enhanced when students are having a good time.

This lesson is presented to show you one way to plan consistently with these principles. It is not the only way, nor is it the best way. Use it to help you define your own planning system for this and other lessons in the curriculum.

How would you plan this lesson?

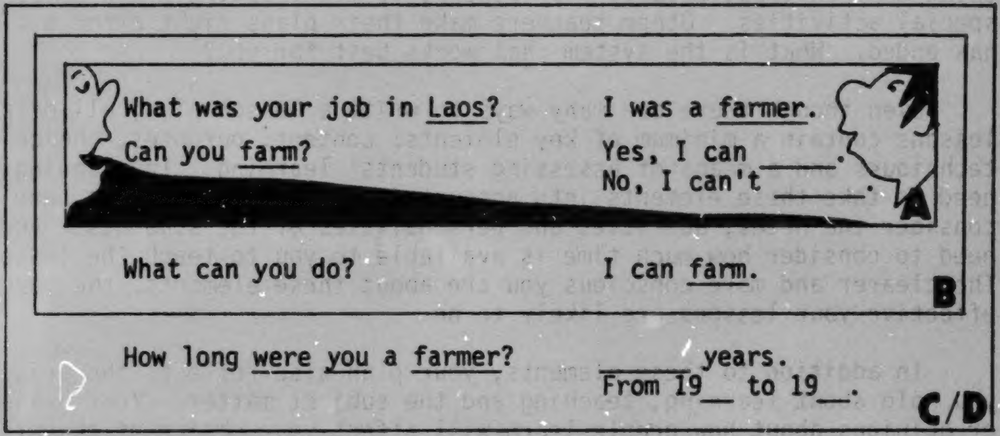
Lesson Planning

Consider Unit 7, Chunk 1:

Chunk 1 Describe one's past and present jobs and skills

Situation

A formal interview



What was your job in Laos?	I was a farmer.	
Can you farm?	Yes, I can ____. No, I can't ____.	A
What can you do?	I can farm.	B
How long were you a farmer?	____ years. From 19__ to 19__.	C/D

Vocabulary

farm
cook
sew
wash (clothes)
build (a house)

You/I
he
she

farmer
housewife
soldier
seamstress
(dressmaker)
carpenter

were
was

Laos
Cambodia
Vietnam
(other)

Now consider this situation: You are teaching an A-level class of 10-15 students. There is an interpreter aide. The class period is 1½ hours.

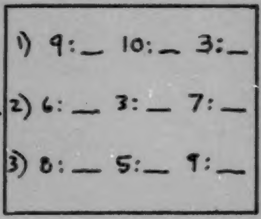
Plan a lesson for this class.

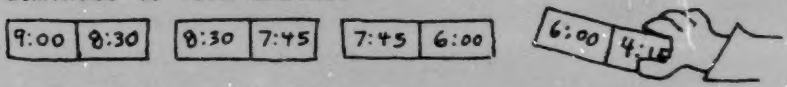
Ask yourself these questions as you write your plan:

- What am I going to teach?
- Who am I teaching?
- What do I hope to achieve?
- How am I going to teach?
- How am I going to know if students have learned?

Write your plan in the space below:

LESSON PLAN : LEVEL A

Warm-Up	Greet the students. Engage them in small talk.
Vocabulary Generation	Have the interpreter aide find out the names of the students' occupations. Say the names in English. Have the students repeat the words a few times.
Structure Presentation	Present the structure "I was a ____." Contrast it with the present by saying, "Now I am a teacher. I was a _____." Use gestures or visuals to indicate present and past.
Question-Answer	Put visuals of the students' occupations on the blackboard. Point to each visual and ask, "What was your job in Laos?" Elicit/Give the answer, e.g. "I was a farmer." Ask the question again, pointing to a visual to cue students' responses. Continue until all students have participated.
Structure Practice	Have students sit in a semi-circle. Put the occupation visuals face down on the floor. Turn over a visual. If it is your occupation, say "I was a teacher." If it isn't, put it face down again. Continue until you find your occupation. Each student then follows the same procedure.
Numbers Review	Use flashcards to review numbers 1-12, 15, 30 and 45. Say/Elicit the numbers while you show the flashcards to the students. Tape the flashcards to the blackboard. Say a number. Individually, students go the the blackboard and point to the number you say.
Dictation	Give each student a handout with times of day written with certain numbers missing. Say "number one" and then read a time, e.g. "Three-thirty." Students write what they hear.  1) 9:_ 10:_ 3:_ 2) 6:_ 3:_ 7:_ 3) 8:_ 5:_ 9:_
Literacy Dominoes	Make sets of "time dominoes." Put the students in groups of four, and give each group a set. Students match the dominoes to form chains.



Word Stress

Have students practice saying the names of occupations that end in "-er" (e.g. "farmer, worker, hunter, painter, tailor"). Indicate that the stress does not fall on the last syllable. Put marks on the blackboard or use hand gestures to cue proper pronunciation.

Vocabulary Presentation

Present action verbs for each occupation. Put the visuals on the blackboard. Mime an action for each occupation. Say/Elicit the name of each action (e.g. "sew"). Have the students repeat the words.

Structure

Point to the visuals again and present the structure: "I can _______." Mime the actions again, and have students give the appropriate response (e.g. "I can sew."). Then, have the students work in small groups to mime and identify the actions.

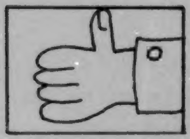
Affirmative-Negative

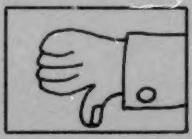
Hold up the visuals one at a time, and say/elicit the appropriate response (e.g. "I can sew."). Hold up the visuals again and have the students give the responses.

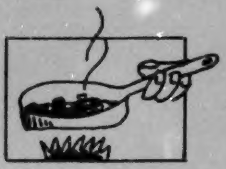
Hold up two occupation visuals. For the first, say (with animation), "I can _____." For the second, say "I can't ______." Have the students repeat. Then hold up two more and have the students give the appropriate response.

Chart Practice

Put the occupation visuals on the blackboard along with cue cards for "yes" and "no." Point to visuals and cue cards, and have students give the responses (e.g. "I can cook. I can't sew.").





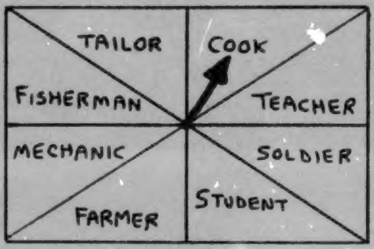


Spinner

Prepare Spinner cards with pictures (or names) of the occupations. Students work in groups of four. They take turns spinning the arrow and giving the appropriate responses.

I was a ______.

I can _______.



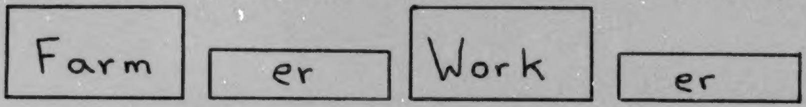
FOLLOW-UP

Depiction. Students draw a picture of themselves at their occupation in their country. They also draw a picture of their present occupation (student) and the job they want in the U.S. Students exchange drawings and interpret the other's drawing for the class. Ex: "He was a farmer. He is a student now. He wants to be a typist."

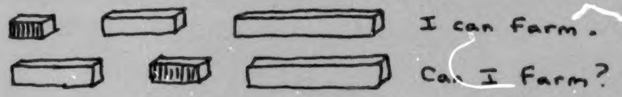
Charades. Put the names (or pictures) of several common jobs on index cards. Students form teams. Taking turns, a person from each team takes a card and mimes the occupation to get team members to guess it. Put a brief time limit on this activity (2 minutes).

VARIATIONS

Cue Cards. Instead of gestures or marks on the blackboard, use cue cards on a table to illustrate word stress, like this:



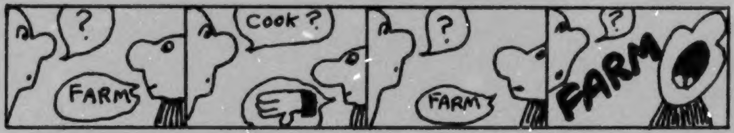
Word Order. Use Cuisenaire rods to represent the words of a sentence and put them on the table to illustrate word order. Vary this by moving the rods around to create different sentences.


I can farm.
Can I farm?

Bingo. Instead of Time Dominoes, prepare Bingo cards with times of day written in each square. Say the letter (B, I, N, G or O) and a time (e.g. 5:30). Students put a marker on that square.

B	I	N	G	O
10 am	[illegible] am	6 am	8 am	5 am
7 am	3 am	1 am	2 pm	1 pm
1 pm	9 pm	11 pm	6 pm	3 pm
11 am	10 pm	9 am	12	6 am
2 am	7 pm	5 pm	8 pm	4 pm

Picture Story. Have the students "read" a picture story, like this one:



LESSON PLAN : LEVEL B/C/D

Consider the language in Chunk 1 for B, C and D levels:

What can you do?	I can farm.	**B**
How long were you a farmer?	______ years. From 19__ to 19__.	**C/D**

Pre-Test	Find out how much A-level language the students know. Have the students sit in a circle to ask and answer questions. Start the first exchange by asking the student on your left, "What was your job in ____?" This student answers with "I was a ____," and then asks the student on his/her left. Students continue in a chain. Repeat with the second exchange: "Can you ____?" with responses "Yes, I can" or "No, I can't."
Assessment	If students are not able to produce or understand the exchanges, continue with activities from the A-level lesson plan.
Structure Presentation	If students have mastered A-level language, present the structure "from 19__ to 19__." Write a series of dates on the blackboard. Point to them at random and have the students say the dates (e.g. "1970, 1967, 1980"). Then point to two dates in succession to elicit "from ___ to ___." Continue pointing to dates and have students give the appropriate response.
Spiel	Have students prepare a short talk (1 minute) about their job history. Write "from 19 ___ to 19__" on the blackboard. Put the occupation visuals on the blackboard as cues. Students each give their spiels to the rest of the class.
Forms	Prepare a handout with a form for students to fill out. They write the information, exchange forms and read the information to the rest of the class.
Simulation	Simulate an interview situation, where you play the role a job interviewer and students are job applicants. Use of the students' forms as part of the interview.

Name ____________
Address ____________
____
Occupation ____________
____

FOLLOW-UP

Picture Narrative. Prepare a brief descriptive paragraph to accompany a picture of a person. Hold the picture up and read the narrative a few times to the students. Ask them questions. Have them recite the narrative. As a follow-up, have them write a narrative to accompany a picture of theirs, following a model, e.g.

This is Lin.
He's in Chicago now.
He's a typist.
In Laos, he was a teacher.

Cultural Exploration. Bring a guest to the classroom to be a case worker in a state employment office. Practice interview techniques. Ask students how people get jobs in their countries.

VARIATIONS

Open-Ended Task. Instead of the chain exchange, assess students' mastery of A-level language by putting the occupation visuals, dates and the names of students' countries on the blackboard. Have students individually say as much as they can about what they see on the blackboard, or have them create a dialogue.

Grammar. Use a Spinner game to have students practice the structure "How many ______ do you have?" Put numbers 1-10 on a Spinner card and put several objects (pencils, bottlecaps, toothpicks or Cuisenaire rods) in a pile on the table. Taking turns, students spin the arrow and take that number of objects. Other students then ask, "How many _____ do you have?" The student gives the appropriate response.

NOTES

Time. The amount of time you spend on the lessons will vary. It depends on many factors: the ability and motivation of the students, the classroom environment and mood, the enthusiasm of the teacher, the time of day, and so on.

Pronunciation. Keep pronunciation exercises short (5-10 minutes), unless students are responding well.

Pacing. It is important to judge when to move on (or stay with) a particular activity. Both the amount of time and the tempo of an activity (how fast or slow it is) are essential aspects of a plan. Varying the amount of time and including different paces for activities can be an effective planning tool.

Pre-Testing. It can be worthwhile to include an exercise at the beginning of your plan which shows you how much students have mastered or retained from previous lessons. This also helps students judge their own progress.

Afterwards. After class has finished, write down notes for your next lesson plan. Include difficulties that students had with the material, comments on individual students' participation and work--and notes on your own performance.

Read through the sample lesson plans again.

What makes sense to you? What doesn't?

Why? Why not?

How would you plan this lesson differently?

Techniques

How do you teach? What are the exercises, the activities, the procedures that you use in class to make it easier for the students to learn? Every teacher collects a number of techniques which fit his/her personality and which reflect his/her beliefs about learning and about how people learn best. This section contains a selection of basic teaching techniques that many teachers have found useful and effective.

These techniques are presented as a resource list, not as the answers to all your teaching challenges. It is not a comprehensive list; there are many other techniques and activities that you can also use. The techniques do not reflect or "belong to" any particular methodology or teaching approach. The main thing that they have in common is that they emphasize students' participation in class.

The techniques are arranged in categories, which correspond to different jobs in teaching. These categories show that techniques can be used for a particular purpose, e.g. for presentation or for class management. Many techniques, however, can be used for more than one purpose. Demonstration, for example, is listed as a technique for presentation, but it can also be used for correction, assessment--even for giving instructions. The categories are:

1. Presentation
2. Explanation
3. Correction
4. Class Management
5. Structured Practice
6. Activity Operation
7. Communication
8. Communication Games
9. Cultural Exploration
10. Pronunciation
11. Literacy
12. Assessment

The descriptions of the techniques are brief and are intended to give you the basic information about how and why to use them. You will need to adapt them to fit the subject matter and the students you are teaching. You will also have to choose when to use them and how to incorporate them into your lesson plan.

Of course, knowing which techniques you want to use is only part of the answer to the question of how to teach. You need to be able to carry out the techniques--you need to be able to do them. It is not always techniques that make a teacher effective; more often it is the teacher who makes techniques effective.

Techniques

Presentation

1. Objects
2. Pictures
3. Demonstration
4. Definition
5. Situation
6. Translation
7. Images

Explanation

1. Deduction
2. Induction
3. Reflection

Correction

1. Recognition
2. Cues

Class Management

1. Large Group
2. Small Groups
3. Individuals
4. Instructions
5. Interpreter Aides

Structured Practice

1. Repetition
2. Substitution
3. Transformation
4. Question-Answer
5. Charts
6. Spinners
7. Action Sequence
8. Reconstruction

Activity Operations

1. Operation

Communication

1. Dialogues
2. Constructalog
3. Cummings Device
4. Picture Story
5. Spiel
6. Narrative
7. Recitation
8. Characters

Communication Games

1. Twenty Questions
2. Concentration
3. Go Fish
4. Cubes

Cultural Exploration

1. Role Play
2. Open-Ended Story
3. Valuation
4. Depictions
5. Picture Interpretation
6. Simulation
7. Songs
8. Proverbs

Pronunciation

1. Minimal Pairs
2. Oral Cues
3. Visual Cues
4. Sound Contrast
5. Directed Repetition
6. Minimal Sets

Literacy

1. Copying
2. Dictation
3. Scrambles
4. Hangman
5. Tic Tac Toe
6. Bingo

Assessment

1. Picture Description
2. Open-Ended Task
3. Interview
4. Feedback
5. Matching
6. Cloze
7. Skits
8. Dyads

The purpose of these techniques is to convey meaning--to help students understand. The focus, what the student needs to understand, can vary. It might be a new sound, a piece of information, a step in an activity or a new word.

OBJECTS

Students associate language with an object.

Procedure

1. Indicate the object to students.
2. Give/Elicit the word for the object.

Follow-Up

Repeat the procedure if students did not understand.

Options

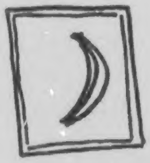
Students hold or touch the object.

PICTURES

Students associate language with a visual image--a picture, a photograph or a drawing.

Procedure

1. Indicate the picture to students.
2. Give/Elicit the word or expression.



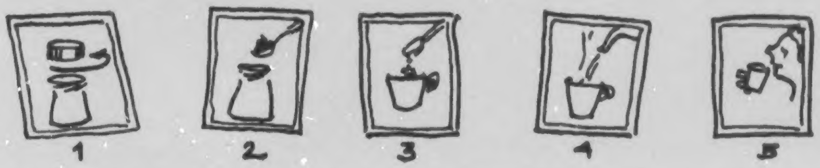
A banana!

Follow-Up

Check students' understanding by asking them to produce the language.

Options

Use pictures to show students what to do--instead of what to say, e.g. a picture of the steps in an activity.



Techniques: Presentation

DEMONSTRATION

Students associate meaning with actions.

Procedure

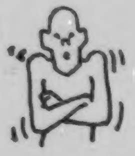
1. Perform the action.
2. Elicit/Give the word or expression.

Follow-Up

To check students' understanding, have them perform the action.

Options

Combine actions with objects or pictures.



It's cold.

DEFINITION

Students associate new meanings from language they already know.

Procedure

1. Say the new word or expression.
2. Give/Elicit the definition.

Follow-Up

Students give the definition.

Options

Use synonyms and antonyms.

Hungry.

When I'm hungry,
I want to eat.

SITUATION

Students get the meaning of a word or expression through the description of a context or situation.

Procedure

1. Describe a situation.
2. Give/Elicit the new word or expression.

Follow-Up

Students re-tell the situation.

Options

Include pictures, objects or demonstrations.

Jon is going to the movies. A ticket costs \$2. Jon has \$1.50. Jon can't see the movies. Why not?

He doesn't have enough money.

TRANSLATION

Students associate new words or expressions with those of their own language.

Procedure

1. Say the word or expression.
2. Give/Elicit the equivalent in the students' language.

Screwdriver.

Tourne-vis.

Follow-Up

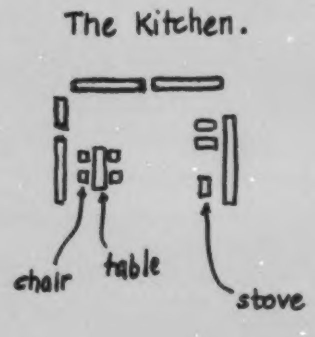
Students translate the word back into the target language.

IMAGES

Students use their imagination to get at meaning by using Cuisenaire rods to represent objects, scenes or people.

Procedure

1. Arrange rods to symbolize a scene.
2. Describe the scene.
3. Give/Elicit the new word or expression.



Follow-Up

Students refer to the rods and say the new words or expressions.

Options

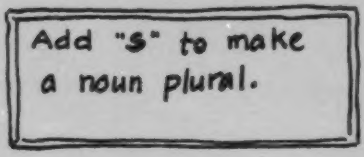
Include pictures or written symbols.

Techniques: Explanation

The purpose of these techniques is to help students to make sense out of the subject matter--especially to see relationships between parts. Usually, this means understanding the "rules" of subject matter, e.g. how to make words plural or how to make solid connections in soldering.

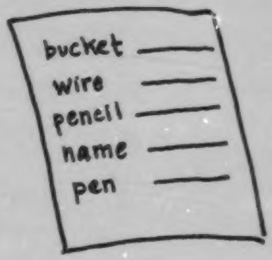
DEDUCTION

Students are given an explanation--a rule--and apply it to specific examples.


Add "s" to make
a noun plural.

Procedure

1. Present the rule.
2. Give examples to the students.
3. Students apply the rule to the examples.


bucket
wire
pencil
name
pen

Follow-Up

Students give other examples that follow the rule.

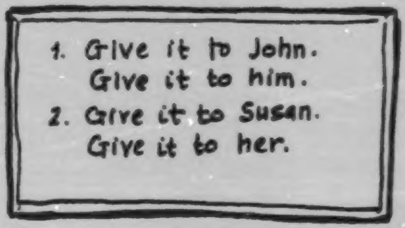
Students give exceptions to the rule.

Options

Give the rule and ask the students to provide examples.

INDUCTION

From a series of examples, students discover the explanation, the rule.


1. Give it to John.
Give it to him.
2. Give it to Susan.
Give it to her.

Procedure

1. Give examples to the students.
2. Students find the rule.

Follow-Up

Students give other examples that follow the rule.

Students give exceptions.

REFLECTION

From a random sample of examples, students find rules and make explanations for themselves.

Procedure

1. Put the subject matter before the students.
2. Ask students to make observations or explanations.
3. Tell students if their explanations are correct or not.

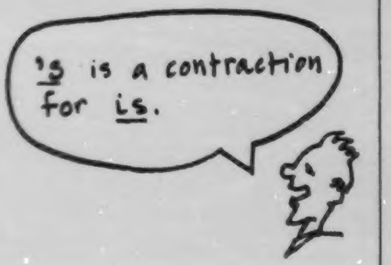
- What is your name?
- Lee. What's yours?
- Jan. Where do you live?
- I live in town.

Follow-Up

Students give other examples to support their explanations.

Options

Allow students to ask questions about the subject matter.


's is a contraction for is.

Techniques: Correction

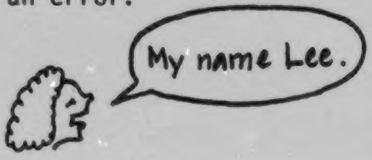
The purpose of these techniques is to point out errors to students and to provide cues to help students correct them.

RECOGNITION

Students realize that they have made an error.

Procedure

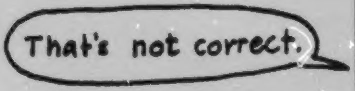
1. Call students' attention to the error.



Options

Make a note of the error and point it out later.

Tell the student that there is an error.


That's not correct.

Use gestures: shake your head.

wag your finger.

Use facial expressions:

raise your eyebrows.

Pause in silence to allow the student to find the error.

Note

You need to decide which errors to point out to the students and when to do this.

CUES

Students use cues to correct their errors.

Procedure

1. The student makes an error.

My name Lee.

2. Point out the error.
3. Give the cue.
4. The student works to correct it.

Options

Tell the student how to correct the error.

Put is in the sentence.

Demonstrate the correct form.

Use gestures.

Use symbols.

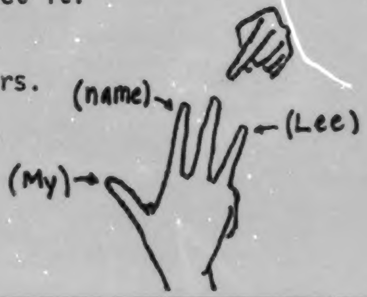
$\boxed{V}$ = verb

Use written language.

Indicate another student who has the correct form.

Pause in silence and allow the student to work to correct it.

Use your hands and fingers.



Techniques: Class Management

The purpose of these techniques is to help students work on specific tasks. They accompany other techniques as ways of relating to students and involving them in class.

LARGE GROUP

Students work on tasks together, as a class.

Procedure

1. Set the task.
2. Students participate.

Options

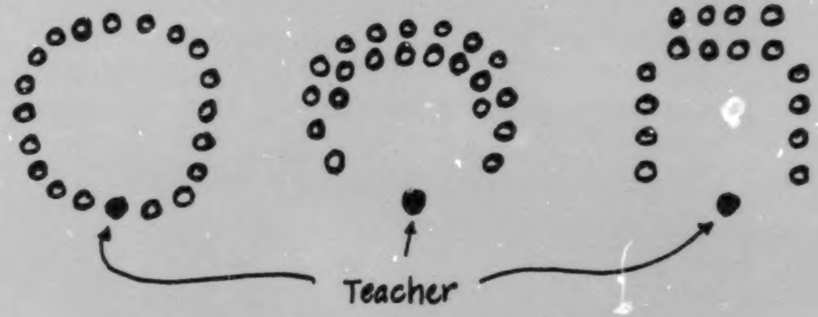
Students respond together.

Half the students respond.

Work with a small group, with the rest of the students as observers.

Work with one student, with the rest of the students as observers.

Choose a seating arrangement which allows students to work together.



SMALL GROUPS

Students work on tasks in groups of three, four or in pairs.

Procedure

1. Set the task.
2. Students participate.

Follow-Up

Students report on their tasks to the large group.

Options

Set a task which asks students to prepare one result.

Look at these pictures and make a dialogue.

Set a task which asks students to share individual results.

Describe your diagrams to each other.

Students work alone before working in small groups.

Choose a seating arrangement which allows students to work together.

Note

Working together in small groups calls for students to cooperate with each other.

INDIVIDUALS

Students work alone on tasks.

Procedure

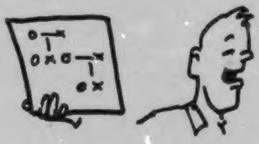
1. Set the task.

2. Students work individually.

Follow-Up

Students report on their tasks.

Draw a diagram of your family tree.



Options

Work with one student, with the rest of the students as observers.

Set different tasks for individual students, based on their needs and abilities.

Set different tasks for individuals, while working with the large group.

Allow individual students to set their own tasks.

INSTRUCTIONS

Students understand what they are supposed to do.

Procedure

1. Tell students what to do.

Listen and repeat.

Follow-Up

Check to see if students understood the instructions.

Options

Demonstrate the instructions.

Use gestures.

Use language which is at the students' level.

Students give a summary of the instructions.

Set time limits for activities.

State a specific result that you expect from the activity.

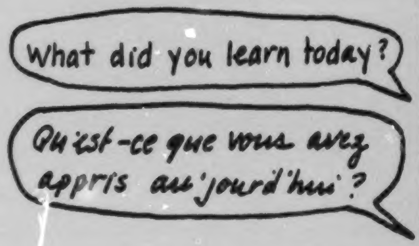
State the purpose of the activity.

INTERPRETER AIDES

Teaching assistants translate what you and the students say so that everyone understands.

Procedure

1. You/Students speak.
2. Aide translates.


What did you learn today?
Qu'est-ce que vous avez appris aujourd'hui?

Options

Speak clearly and slowly.

Use language that the aide can understand.

Pause regularly for the aide to translate.

Repeat what you said, when necessary.

To make sure you have understood, summarize the aide's translations into English.

Before class, inform the aide of the content and objectives of your lesson.

Before class, review the material to be translated with the aide.

Note

Interpreter aides should not let their own opinions affect their translations.

Techniques: Structured Practice

The purpose of these techniques is to give students practice in manipulating the subject matter. Students work with a limited number of items, following a structured procedure to improve grammatical accuracy or develop expertise.

REPETITION

Students do something again--performing an action or saying a word or sentence.

Procedure

1. Students perform an action.
2. Students do it again.

Hello.
Hello.
Hello.

Follow-Up

Continue until students have got it right or until they need to stop.

Options

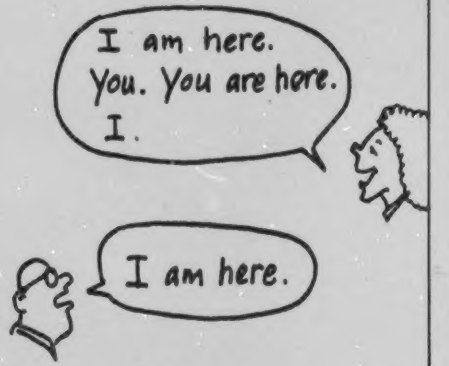
Students direct their own repetition at their own pace.

SUBSTITUTION

Students replace certain words or expression in a sentence pattern.

Procedure

1. Present the model pattern and the cue.
2. Students make the substitution.
3. Continue with other cues.


I am here.
You. You are here.
I.
I am here.

Follow-Up

Students explain the rule.

Options

Students provide the words to be substituted.

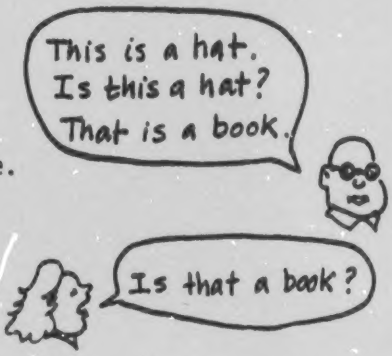
Use pictures as cues.

TRANSFORMATION

Students change sentences in a particular way--changing one sentence pattern into another.

Procedure

1. Present the model transformation.
2. Say the sentence.
3. Students change the sentence.


This is a hat.
Is this a hat?
That is a book.
Is that a book?

Follow-Up

Students change the transformations back to the original sentences.

Options

Students give other sentences which follow the model transformation.

QUESTION-ANSWER

Students ask and answer questions. The answers are controlled.

Procedure

1. Present the model question and answer.
2. Ask the question and give the cue.
3. Students answer.

What's that?
It's a book.

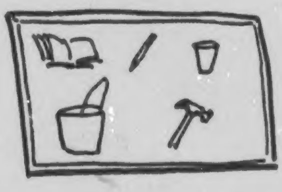
Follow-Up

Students ask the questions.

Options

Use pictures or symbols to cue student answers.

Use symbols to cue different kinds of questions.

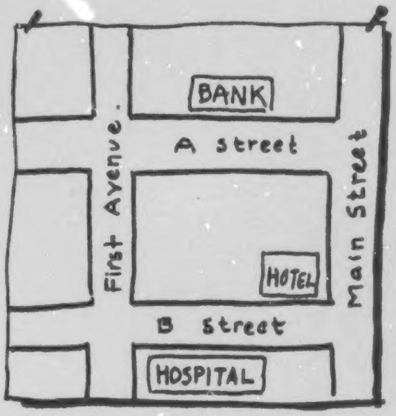


CHARTS

Students make statements or ask and answer questions based on information arranged on a wall chart.

Procedure

1. Present the information on the chart.
2. Students make statements about the chart.
3. Ask questions about the information.
4. Students answer.



Follow-Up

Students ask questions.

Students make as many statements as they can about the chart in 30 seconds.

Options

Put pictures on the chart.

Sample Charts

Cardboard clocks with moveable hands.

Bus schedules.

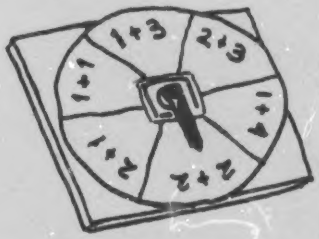
Street maps.

SPINNERS

Students spin the arrow and give the response that the arrow points to on a spinner card.

Procedure

1. Students spin the arrow.
2. Students give the response that the arrow points to.



Two plus two
is four.

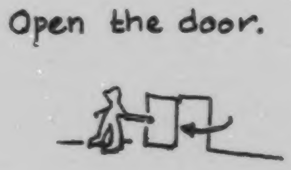
Options

Responses can be oral, written or actions.

Use more than one spinner to vary responses.

ACTION SEQUENCE

Students perform actions in response to directives or commands.


Open the door.

Procedure

1. Give the directives.
2. Students perform the actions.

Follow-Up

Students give the directives.

Options

Students describe their actions.

Use pictures to cue directives.

RECONSTRUCTION

Students recombine words from a list of sentences to make new sentences.

Procedure

1. On the blackboard, put a series of sentences that students already know.
2. Students make new sentences using only the words on the blackboard.
3. Tell the students if their sentences are correct or not.

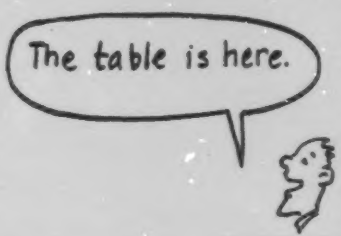
It's on the table.
Give the paper to me.
I am here.

Follow-Up

Students write their sentences on the blackboard.

Options

Students make short dialogues from the sentences.


The table is here.

In these techniques, students work with tools and materials to carry out a procedure which usually leads to a specific end result. Some examples are: operating a sewing machine, making coffee or making something out of wood. Students get information (e.g. how a sewing machine works) and learn how to use tools (e.g. a saber saw). They also learn language associated with the activity.

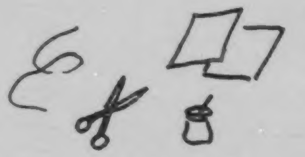
OPERATION

Students carry out an activity, using tools and materials to achieve the end result.

Procedure

1. Present the activity.

2. Distribute the tools and materials.



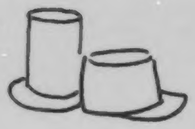
3. Students carry out the activity.

Follow-Up

Students check their work.

Option 1

Show the students the end result. Ask them to achieve the same result, using the tools and materials.



Make a paper hat.

Do not tell them how to do it.

Students check their work.

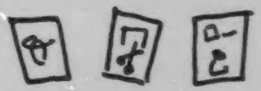
OPERATION

OPTION 2

Demonstrate the steps of the activity.

OPTION 3

Use pictures to show the steps of the activity.



OPTION 4

Present language to describe the steps of the activity.

Take the string.
Measure your head.

The purpose of these techniques is to help students use language to express themselves and to communicate with others.

DIALOGUES

Students memorize phrases and sentences which are part of common, everyday conversations.

Procedure

1. Present the dialogue.
2. Students memorize the lines.

Follow-Up

In pairs, students perform the dialogue.

Options

Include appropriate non-verbal language (gestures, facial expressions, etc.).

Use puppets or props for the parts of the dialogue.

To help students memorize, write the dialogue on the board and gradually erase words until nothing remains.

CONSTRUCTALOG

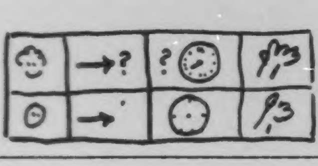
Students make their own dialogues from a list of words and expressions.

Procedure

1. Write the words on the blackboard.
2. In pairs, students create short dialogues.
3. Students perform the dialogues.

Options

Put pictures on the blackboard instead of words.



CUMMINGS DEVICE

From a list on the blackboard, students insert words or phrases into "holes" in a short conversational exchange.

Procedure

1. Present the exchange and the words and phrases.
2. Students practice the exchange and the substitutions.
3. In pairs, students perform exchanges.

Follow-Up

Students put the exchange into a longer conversation.

Options

Use pictures or symbols to cue words and phrases.

Students provide language items for the "holes."

- Which bus goes to ___(1)___ ?
+ Number ___(2)___ .
- Where's the bus stop?
+ It's ___(3)___ .

(1) hospital
bank

(2) 16
17

(3) on the corner
across the street

PICTURE STORY

Students follow a sequence of pictures to tell a story.

Procedure

1. Present the pictures and tell the story.
2. Students re-tell the story.

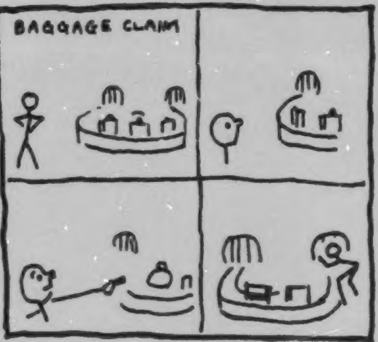
Follow-Up

Students act out the story in a role play.

Options

Ask students questions about the story.

Choose picture stories that have a cultural topic.

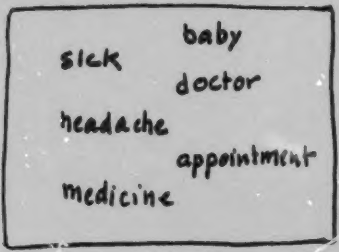


SPIEL

Students prepare a short talk which they give to the rest of the class.

Procedure

1. Write a number of key words on the blackboard.
2. Students prepare a 30-second talk using the words.
3. Students give their spiels to the rest of the class.



Follow-Up

Students summarize each others' spiels.

Options

Choose words that are related to a particular topic.

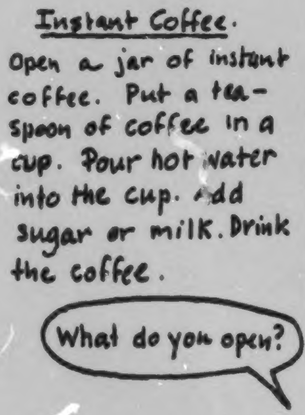
Use pictures instead of key words.

NARRATIVE

Students talk about a short descriptive paragraph on a particular topic.

Procedure

1. Present the narrative.
2. Ask questions about it.
3. Students answer the questions.



Instant Coffee.

Open a jar of instant coffee. Put a teaspoon of coffee in a cup. Pour hot water into the cup. Add sugar or milk. Drink the coffee.

What do you open?

Follow-Up

Students re-tell the narrative.

Options

Use a picture to illustrate the narrative.

RECITATION

Students supply missing information in a series of structured expressions to make statements about themselves.

Procedure

1. Present the recitation with information about yourself.
2. Ask questions about it.
3. Students answer the questions.
4. Students write their own recitations.
5. Students present their recitations.

My name is ______.
I'm from ______.
I'm ______ years old.
I live on ______.

Follow-Up

Make a chart with information from the recitations.

Options

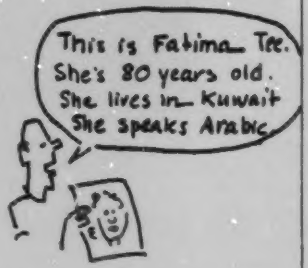
Students ask the questions that will elicit the answers in their recitations.

CHARACTERS

Students create identities for persons in photographs or drawings and present their "characters" to the rest of the class.

Procedure

1. Put biographical categories on the blackboard.
2. Students supply this information about the person in their photo.
3. Students present their characters.


This is Fatima Tee. She's 80 years old. She lives in Kuwait She speaks Arabic

Follow-Up

Students role play encounters between their characters.

Students return periodically to their characters to add information about them.

Options

Students draw pictures of their characters instead of using photographs.

Techniques: Communication Games

The purpose of these techniques is to provide students with opportunities for spontaneous, natural use of language through games.

TWENTY QUESTIONS

Students ask questions of one person to guess the name of a famous person, an animal or an object.

Procedure

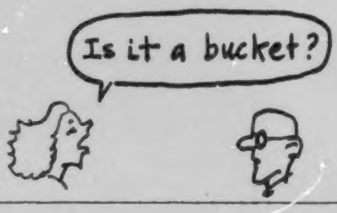
1. Give one student a card with a name on it.
2. Students ask this person questions (only those requiring yes-no answers).
3. Give the name to the students if they have not guessed it after twenty questions.

Options

Students ask only ten questions.

Set a time limit for questions (e.g. three minutes).

Students choose the names.

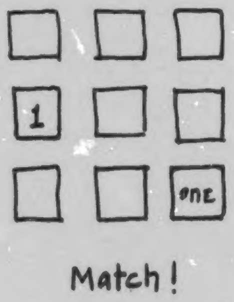

Is it a bucket?

CONCENTRATION

Students compete to match pairs of index cards by remembering their location. The student with the most pairs wins.

Procedure

1. Lay the cards face down in columns and rows.
2. Taking turns, students turn over two cards. If they don't match, students turn them back over.
3. When a match is made, the student removes the cards and takes another turn.



Options

Students say a sentence with the words when they make a match.

Some matches: pictures with words
numbers with words
parts of a sentence

GO FISH

Students play a card game where they ask each other for cards to make pairs. The student who gets the most pairs wins.

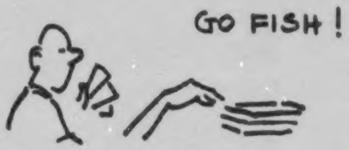
Procedure

1. Prepare a set of matching cards.
2. In small groups, students take turns asking each other for cards to match those they have in their hand.
3. When students don't have the cards, they say, "Go fish!"
4. Students take a card from the pile.
5. Continue until all cards have been matched.

Options

Put pictures on the cards.

Put phrases or sentences on cards.

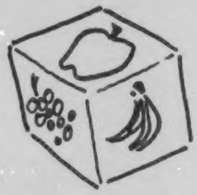


CUBES

Students throw a cube with pictures on its six sides to cue statements or questions.

Procedure

1. Present the information on the cube.
2. Ask questions about the sides.
3. Students answer the questions.
4. Students throw the cube. One asks and another answers about the side.



-What do you want?

+I want an apple.

Options

Students throw two cubes, each with different information on its sides.

Students form teams to ask and answer the questions.

Techniques: Cultural Exploration

The purpose of these techniques is to give students an opportunity to get information about the culture, to acquire appropriate behavior and to learn about the values that people of the culture hold. They also allow students to make comparisons with their own culture.

ROLE PLAY

Students take on certain roles and act out specific situations that they might encounter in the culture.

Procedure

1. Present the situation.
2. Assign roles to students.
3. Students role play the situation.

Visit to the Doctor.

Follow-Up

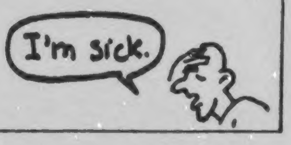
Students comment on the role play.

Students perform the role play again.

Options

Include appropriate non-verbal behavior (gestures, eye contact, facial expressions, etc.).

Record the role play and write a transcript of what was said.



OPEN-ENDED STORY

Students offer endings to an unfinished story which describes a situation they might encounter in the culture. They discuss implications of their endings.

Procedure

1. Present the story.
2. Students create endings.
3. Students give their endings.

While Lee is on a coffee break, one of his co-workers borrows his electric saw. He drops it. At the end of the day, Lee finds the saw is broken. What should he do?

Follow-Up

Discuss implications of the various endings.

Options

Use a sequence of pictures for the story.

Students choose one of four endings.

VALUATION

Students make choices about situations and examine the reasons behind their choices--their values.

Procedure

1. Present the situation.
2. Present the choices.
3. Students choose.
4. Students explain the reasons for their choice.

Follow-Up

Students talk about the sources of their values.

Options

Students compare their choices and their values.

Note

There are no "right" or "wrong" values. The purpose is to allow students to see and compare.

your boss shouts at you for working too slow at your job.
You:
1) work faster.
2) ignore the boss.
3) quit the job.
4) shout at the boss.

DEPICTIONS

Students depict their interpretation of an aspect of the culture by making a drawing or by modelling clay.

Procedure

1. Present the topic.
2. Students create their depictions.
3. Students describe what their creations mean.

Follow-Up

Students compare their depictions.

Options

Students interpret each others' depictions.

your job in the U.S.

PICTURE INTERPRETATION

Students study a photograph of an aspect of life in the culture and they make observations and interpretations about it.

Procedure

1. Present the picture.
2. Students study it.
3. Students make statements about what they see.

Follow-Up

Students compare the aspect with their own culture.

Options

Use slides or video-tapes.

Students bring pictures from their culture and interpret them.

SIMULATION

Set up an environment in class which approximates a situation in the culture. Students play certain roles and carry out prescribed tasks in the simulated environment.

Procedure

1. Give the students roles and tasks.
2. Prepare the setting, the props and materials.
3. Students carry out their tasks.

- Restaurant -

Waiter
Customer
Manager
Cashier

Follow-Up

Students discuss their observations and reactions.

Options

Use authentic props and materials.

Include roles or tasks which cause conflicts or unexpected situations.

SONGS

Students learn the words and melodies of songs of the culture and sing them in class.

Procedure

1. Present the song.
2. Students memorize and sing it.

Follow-Up

Present/Elicit information about the culture that is in the lyrics.

Options

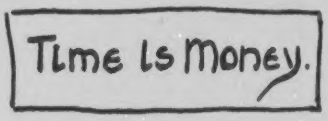
Choose songs which feature certain topics.

PROVERBS

Students memorize and interpret proverbs to learn about aspects of the culture.

Procedure

1. Present the proverb.
2. Students memorize it.
3. Students analyze the meaning of the proverb.


Time is Money.

Follow-Up

Students give proverbs on the same topic from their culture.

Options

Students create dialogues in which they use the proverbs in an appropriate way.

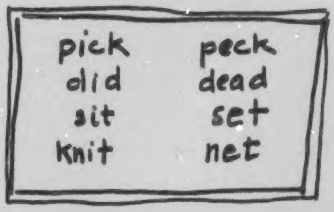
The purpose of these techniques is to help the students master pronunciation.

MINIMAL PAIRS

Students recognize a difference of one sound in two words and pronounce each word correctly.

Procedure

1. Put a list of minimal pairs in a column on the blackboard.
2. Read the words.
3. Students indicate the words they hear.
4. Point to words.
5. Students say them.



Options

Use pictures instead of words.

Number the columns so that students can indicate the sound by saying "one" or "two."

Say two words (sometimes the same word twice, sometimes the minimal pair). Students must say "same" or "different."

ORAL CUES

Students associate pronunciation with noises and other sounds and use these to work on stress, intonation and phrasing.

Procedure

1. Say the sentence.
2. Give the oral cues.
3. Students say the sentence.
4. Repeat oral cues to help them correct errors.

Where are you going?

DAH·dah·dah·DAH·dah?

Options

Hum or tap on the blackboard instead.

Techniques: Pronunciation

VISUAL CUES

Students associate pronunciation with marks on the blackboard and use these to work on stress, intonation and phrasing.

Procedure

1. Say the sentence.
2. Put cues on the blackboard.
3. Students say the sentence.
4. Point to marks to help them correct errors.

What are you doing?

—— — — ——

Options

Write the sentence on the blackboard and put marks above the words.

Use the fingers of your hand to represent words and show stress, intonation and phrasing by gestures with the other hand.

Show formation of individual sounds by mouthing them in an exaggerated manner.

SOUND CONTRAST

Students say words that have the same sounds as two words with certain specified sounds.

Procedure

wind tell

1. Put two key words on the blackboard and underline a sound in each one.
2. Students say words that have these sounds.
3. Write the words under the word they indicate.
4. Students decide if the words are in the correct column.

Options

Put the words on index cards for students to group according to similar sounds.

Use stress and intonation patterns.

• / / •

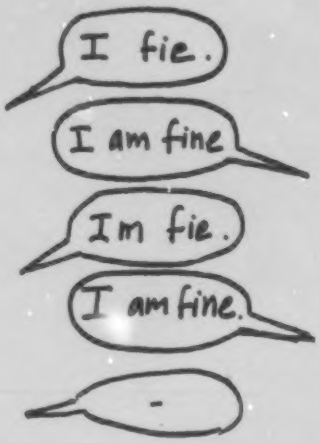
hello morning

DIRECTED REPETITION

Students work on pronunciation by directing the teacher to repeat what they say.

Procedure

1. Individually, students say sentences or words.
2. Repeat what they say.
3. Stop repeating when the student stops.


I fie.
I am fine
Im fie.
I am fine.
-

Options

Put a list of words or sentences on the blackboard. Students use these for the exercise.

Limit the amount of time for each student to have you repeat.

Note

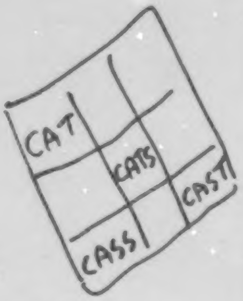
It is the student who is directing your repetition. It is important to repeat what they say in correct form, but do not point out errors to the student.

MINIMAL SETS

Students recognize the difference of one sound in a set of words and pronounce each word correctly.

Procedure

1. Draw a picture to accompany each word.
2. Put each word on a separate card.
3. Say each word while showing the card.
4. Point to the words.
5. Students say them.



Options

Students play Tic Tac Toe by placing the cards in a pocket chart or slot board.

Note

A list of 34 minimal sets appears in Appendix 10.

Techniques: Literacy

The purpose of these techniques is to help students master basic reading and writing.

COPYING

Students write what they see.

Procedure

1. Write a list of words on the blackboard.
2. Students copy the words on paper.

Follow-Up

Students check their work.

Options

Students copy numbers, letters of the alphabet or sentences.

Students copy from printed material.

DICTATION

Students write what they hear.

Procedure

1. Read aloud a list of words, pausing after each one.
2. Students write each word.

Follow-Up

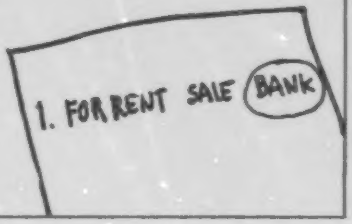
Students check their work.

Options

Read numbers, letters of the alphabet or numbers.

Students read aloud what they wrote.

Students circle words on a prepared handout.

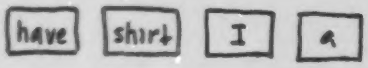


SCRAMBLES

Students arrange index cards labelled with words in a sequence to make sentences.

Procedure

1. Prepare sets of scrambles on index cards or strips of paper.
2. Students re-arrange the cards to make sentences.



Follow-Up

Students exchange sets of scrambles.

Students copy the unscrambled sentences.

Options

Students re-arrange letters to make words.

Students re-arrange sentences to make paragraphs.

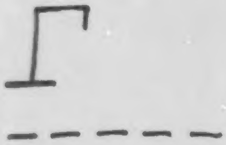
Students make their own scrambles.

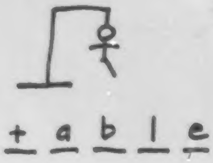
HANGMAN

Students say letters to spell words they don't know. For every wrong guess, the student who knows the word draws a part of a stick figure on a "scaffold." If the students make too many wrong guesses, the stick person is "hanged."

Procedure

1. Put the scaffold on the blackboard. Put a row of lines for each letter of the word.
2. Students say letters.
3. Write correct guesses on the lines.
4. For each wrong guess, draw a part of the stick person.





Options

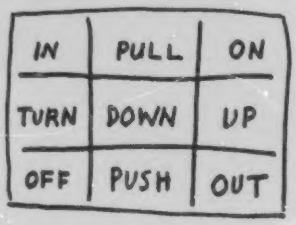
Students copy the words.

TIC TAC TOE

Students compete to put three markers in a row on a grid with words in the squares.

Procedure

1. In pairs, students read aloud the word in the square where they want to put their marker.
2. Students put their marker in that square.
3. The first student to get three in a row wins.



IN	PULL	ON
TURN	DOWN	UP
OFF	PUSH	OUT

Options

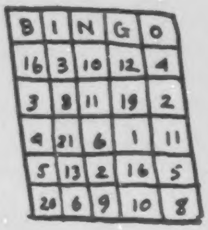
Instead of saying the words, students find the matching word from a set of flashcards.

BINGO

Students compete to put markers in a row on a Bingo Card--a grid with numbers and the letters B, I, N, G and O.

Procedure

1. Distribute Bingo Cards and markers to students.
2. From a master list, read aloud letter-number combinations at random.
3. Students put markers on the squares with the appropriate combinations.
4. The first student to put the markers in a row says "Bingo!" and wins.



B	I	N	G	O
16	3	10	12	4
3	8	11	19	2
4	21	6	1	11
5	13	2	16	5
20	6	9	10	8

Follow-Up

Check the winner's combinations.

Options

Put pictures or words in the squares.

Techniques: Assessment

The purpose of these techniques is to help you see what your students know, what they have learned and what they need to learn.

PICTURE DESCRIPTION

Students say as much as they can about a picture.

Procedure

1. Post the picture.
2. Students make statements about the picture.
3. Make notes of students' ability.

Follow-Up

Repeat the exercise periodically to judge students' progress.

Options

Use pictures that feature particular topic areas.

Students write descriptions.

OPEN-ENDED TASK

Students do or say as much as they can in a specified task (a role play or construction project).

Procedure

1. Set the task.
2. Students do the task.
3. Make notes on their work.

Tell me what you see in the room.

Follow-Up

Repeat the task periodically to judge students' progress.

Options

Give students a topic and have them talk about it for two minutes.

For construction tasks, students talk about their actions.

Techniques: Assessment

INTERVIEW

Students respond to a series of questions.

Procedure

1. Prepare a list of questions.
2. Interview individual students.
3. Make notes on their ability.

Follow-Up

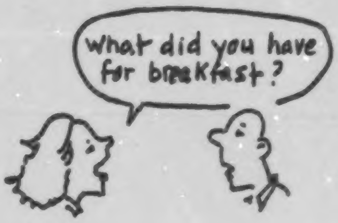
Interview students regularly to judge progress.

Options

Record the interviews and have students listen to them.

Prepare questions that elicit particular grammar points and vocabulary.

Use pictures.


What did you have for breakfast?

FEEDBACK

Students assess their own learning.

Procedure

1. Ask students to make statements about their own learning.
2. Students reflect and respond.

What did you learn today?

Follow-Up

Ask students for feedback on a regular basis.

Options

Use a translator.

Ask students to describe their strategies for learning.

Ask students to evaluate your teaching.

Note

Ask for feedback only if you are ready to hear it.

MATCHING

Students match symbols or pictures with words.

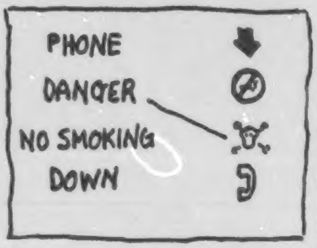
Procedure

1. Prepare a handout with pictures in one column and words in another.
2. Students draw lines to match pictures with the appropriate words.
3. Check students' work.

Options

Students match

- words with their meanings.
- beginnings and ends of sentences.
- questions and answers.



CLOZE

Students write the proper words in the blank spaces in a written passage.

Procedure

1. Prepare a handout of a paragraph with every fifth word missing.
2. Students read the paragraph and write in the missing words.
3. Check students' work.

Options

Use dialogues with missing words.

The drugstore is on ___ corner. I go there ___ buy many things. I ___ a prescription from a ______ to buy medicine.

SKITS

Students show what they have learned by working together to create characters and a scenario for a skit, which they perform in class.

Procedure

1. Set the task.
2. Students prepare their skits.
3. Students perform them.
4. Make notes on their work.

Follow-Up

Students comment on the skits.

Options

Students prepare skits in small groups.

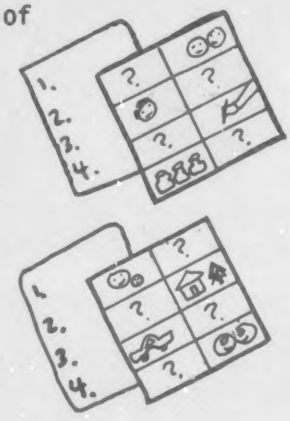
Specify topics or areas that students must incorporate in their skits.

DYADS

Students ask questions to fill in the blank spaces on a written sheet.

Procedure

1. Prepare two diagrams and two question sheets.
2. Each pair of students has the same diagram but different items of information are missing.
3. Students work in pairs to fill in the missing information by asking questions.



Follow-up

Ask each pair of students to compare their diagrams.

Options

Use pictures or symbols.

Prepare dyad diagrams of streets, schedules, store aisles, cabinets, shelves, refrigerators, etc.

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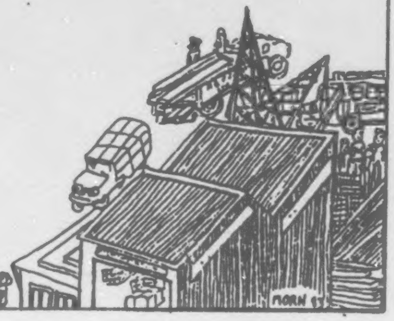

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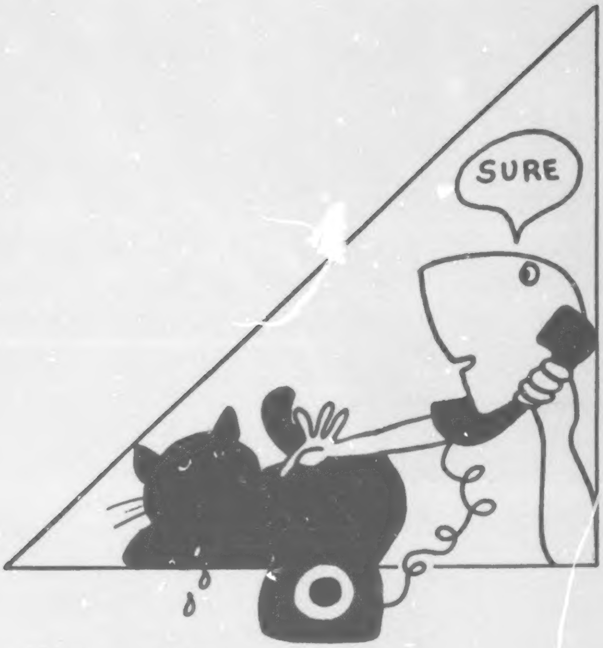


Appendix: 1

Reference to Southeast Asian Regional Curriculum

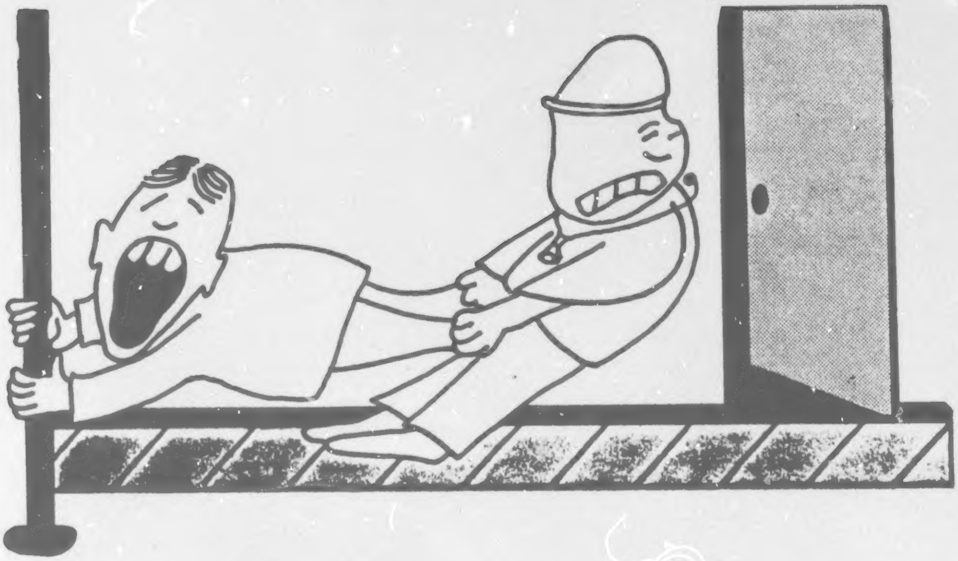
The Southeast Asian Regional ESL Curriculum is divided into 19 units. The Hilltribe curriculum took those units and created a 30 unit format. Topics were reworked and reordered and in a few cases new topics and language were added.

The following shows how/where the Hilltribe curriculum matches the Southeast Asia Regional Curriculum:

UNIT	Hilltribe Curriculum	SEA Regional Curriculum
1.	Greetings/Classroom	Classroom Orientation (1)
2.	Language/Nationality	Classroom Orientation (1)
3.	Family	Classroom Orientation (1)
4.	Food/Clothes/Money	Clothing (2)/Food (4)
5.	Medical 1	Health (5)
6.	Housing 1	Housing (3)
7.	Employment 1	Employment (7)
8.	Directions	Transportation/Master List (12)
9.	Shopping 1	Food (8)/Clothing (15)
10.	Calendar/Telephone	Master List
11.	Geography/Weather	(New)
12.	Housing 2	Housing (14)
13.	Shopping 2	Food (8)/Clothing (15)
14.	Appointments	Health (5)/Employment (13)
15.	Transportation	Transportation (12)
16.	Post Office/School	Post Office (10)/(New)
17.	Medical 2	Health (5,11)
18.	Drugstore	Health (11)
19.	Employment 2	Employment (9)
20.	Employment 3	Employment (13)
21.	Job Skills	Employment (18)
22.	Banking	Banking (16)

Appendix: 1

23.	Housing 3	Housing (14)
24.	Sponsor	Transit Process (19)
25.	Emergencies	Transportation (12)
26.	Finances	(New)
27.	Social Life	Employment (18)
28.	Community/Restaurant	(New)/Food (17)
29.	Departure	Transit Process (19)
30.	Arrival	Transit Process (19)



Appendix: 2

Reference to Books and Materials

The following books and materials are used as core materials by students in the IESL/CO program in Southeast Asia and are distributed by the Southeast Asia Regional Service Center (SEARSC), Center for Applied Linguistics, Manila, Philippines.

		LEVEL
1.	America, In Sight. Ligon, F. Bangkok, Thailand: Experiment in International Living, 1982.	A/B
2.	English for Adult Competency, Book One. Keltner, A., Howard, L. and Lee, F. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981.	D
3.	English for Adult Competency, Book Two. Keltner, A., Howard, L., Lee, F. and Bitterlin, G. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981.	E
4.	In Sight. Ligon, F. Bangkok, Thailand: Experiment in International Living, 1982.	A/B
5.	Oxford Picture Dictionary. Parnwell, E.C. New York, New York: Oxford University Press, 1978.	D/E
6.	Medical Guide and Glossary. Wagner, Christa and Rullo, Janet. Portland, Oregon: Indo-Chinese Language Resource Center, 1978-1980. (English, Khmer, Lao and Vietnamese)	ALL
7.	Refugee/Entrant Phrasebooks. Washington, D.C.: Center for Applied Linguistics, 1975-1981. (Chinese, Hmong, Khmer, Lao and Vietnamese)	ALL
8.	Side by Side, Book One. Molinsky, S. and Bliss, B. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1980.	D
9.	Side by Side, Book Two. Molinsky, S. and Bliss, B. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1981.	E
10.	Your New Life. Washington, D.C.: Center for Applied Linguistics, 1981. (Chinese, Hmong, Khmer, Lao and Vietnamese)	ALL
11.	You're on Your Way. Bangkok, Thailand. Ford Foundation, 1980. (English, Hmong, Khmer, Lao and Vietnamese)	ALL

Appendix: 2

Additional materials prepared by the Service Center (SEARSC):

	LEVEL
12. Emergency Cards. (Khmer, Vietnamese, Chinese, Lao and Hmong)	ALL
13. Everybody's Talking	A/B/C
14. Handwriting Books 1-5	A/B
15. Number Book 1	A/B
16. Number Book 2: Time	A/B
17. Number Book 3: Money	A/B
18. Poster Visuals	ALL

The following books are widely used by teachers participating in the IESL/CO program in Southeast Asia:

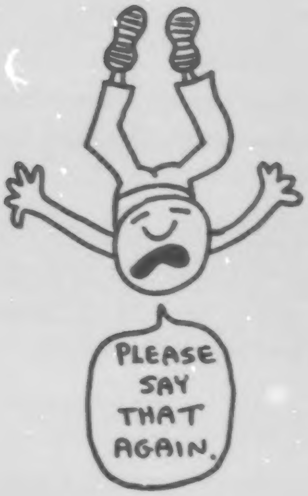
1. Story Squares for Fluency in English as a Second Language. Knowles, P.L. and Sasaki, R.A. New York, New York: Regents, 1980.
2. Communication Starters. Olsen, J. Winn-Bell. San Francisco, California: Alemany Press, 1977.
3. English for a Changing World [cue books and posters]. Wardhaugh, R. and others. Glenview, Illinois: Scott, Foresman and Company, 1976.
4. English Pronunciation Lessons. Manila, Philippines: Center for Applied Linguistics in cooperation with International Catholic Migration Commission, 1983.
5. English That Works, Books 1 and 2. Savage, K.L. and How, M., Lai-shun Yeung, E. Glenview, Illinois: Scott, Foresman and Company, 1982.
6. The ESL Miscellany. Clark, R., Moran P. and Burrows, A. Brattleboro, Vermont: Pro Lingua Associates, 1981.
7. Everybody's Talking - Correctly! Manila, Philippines: Center for Applied Linguistics, 1983.

8. Jazz Chants. Graham, C. New York, New York: Oxford University Press, 1978.
9. Language Teaching Techniques. Clarke, R.C. Brattleboro, Vermont: Pro Lingua Associates, 1980.
10. Passage to ESL Literacy. Longfield, D.M. Arlington Heights, Illinois: Delta Systems, Inc., 1981.
11. New Arrivals. Kuntz, L. San Francisco, California: Alemany Press, 1982.
12. A New Start. Mrowicki, L. and Furnborough, P. Exeter, New Hampshire: Heinemann Educational Books, Inc., 1982.

For information about titles unavailable commercially contact:

The Center for Applied Linguistics
3520 Prospect Street
Washington, D.C. N.W. 20007

Appendix: 2


PLEASE SAY THAT AGAIN.

Visual Aids and Teaching Materials

What follows is a list of categories of visual aids and teaching materials that can be used to supplement the lessons. They are listed here to provide a focus and a direction in assembling classroom support materials.

TIME

NUMERACY

MONEY

THE ALPHABET

COLOR

THE TELEPHONE

THE FAMILY

CLOTHING

BUILDINGS AND PLACES

SELF-IDENTIFICATION

FOOD AND RESTAURANTS

HEALTH

EMERGENCIES

OCCUPATIONS

HOUSING

GEOGRAPHY AND POST OFFICE

TRANSPORTATION

MISCELLANEOUS

Appendix: 3

Time

Charts	Cubes	Misc.
1. Days of the week	1. Time	1. Alarm clock
2. Months of the year	2. Days of the week	2. Clock stamp with stamp pad
3. Months divided by seasons	3. Months of the year	3. Calendars
4. Wearing clothes by seasons		4. Digital Clock
		5. Class set of small cardboard clocks

Numeracy

Charts	Cubes	Models	Pictures	Misc.
1. Number 1-99	1. Number	1. Fractions	1. Numbers	1. Flashcards (1-100)
2. Number 1-12	2.	2.	2.	2. Plastic numbers
3. Number 1-9	3.	3.	3.	3. Number jigsaw puzzle
4. Calculator chart				4. Rubber number puzzle

Money

Slips	Cubes	Charts	Misc.
1. Deposit	1. Money	1. New Accounts	1. Check samples
2. Withdrawal	2.	2. Withdrawal slip	2. Real coins (penny, dime, nickel, quarter)
3.	3.	3. Deposit slip	3. Play money (funny money)
			4. Check book(s)

Alphabet

Charts	Misc
1. Alphabet	1. Plastic letters
2.	2. ABC capital letter puzzle
3.	3. Wooden letter blocks

Color

Cubes	Charts
1. Color	1. Color
2.	2. Color and number
3.	3.

Telephone

Actual Items	Charts	Models	Misc.
1. Telephone book	1. Dialing rates	1. Telephone	1. Intercom
2. Telephone	2.	2. Pay telephone	2.
3.	3.	3. Telephone book	3.

Family

Charts	Pictures	Misc.
1. Family tree	1. Individual family members	1. Paper dolls
2.	2. Groupings	2.
3.		3.

Clothing

Items of clothing	Charts
1. Men's, women's & children's clothing	1. Children's clothing
2. Winter clothes	2. Ads for clothes
3. Different patterns and fabric	3. Kinds of clothing (general)
	4. Men's clothing
	5. Women's clothing
	6. Clothing for boys & men
	7. Clothing for girls & women

Buildings and Places

Charts	Models
1. In the office	1. Fire Station
2. In the city	2. Police Station
3. In the supermarket	3. Hospital
4. In the drugstore	
5. At the gas station	
6. In the country	
7. In the bank	
8. At the police station	

Self-Identification

Charts
1. Driver's License
2. Social Security Card
3. Identification form

Appendix: 3

Food and Restaurants

Charts	Food models	Cubes	Misc.
1. American food	1. Meat	1. Food	1. Menus
2. Menu	2. Fruit	2.	2.
3. Ads for drinks	3. Fish	3.	3.
4. Ads for food			
5. Ice cream			
6. Food on sale			

Health

Charts	Cubes	Models	Pictures
1. Ailments	1. Emotions	1. Medical kit w/ stethoscope thermometer	1. Daily activities
2. A child's daily routine	2. Actions	2. Stethoscope	2. Parts of the body
3. Daily routine (weekday, general, woman's, man's)	3. Parts of body	3.	3. Ailments
4. Head	4. Parts of head		4. Emotions
5. Teeth	5. Symptoms		5. Free time activities
6. Eye	6.		
7. Parts of body (outside, inside)			

Emergencies

Models	Pictures
1. Ambulance	1. Emergency situations
2. Handcuffs	2.
3. Police car	3.

Occupations

Charts	Pictures
1. Job application form	1. Common occupations
2. Statement of earnings	2.
3. Payroll deductions	3.

Housing

Household items	Charts	Cubes	Pictures	Misc.
1. Pot w/ cover	1. Apartment floor plan	1. Classroom objects	1. Household objects	1. Model house w/ furniture
2. Pans	2. Bedroom	2. Broken utilities	2. Tools	2. Large paper house plan
3. Dishes	3. Living room	3. Types of housing: Apt., duplex, house, studio, mobile home	3. Broken utilities	3.
4. Silverware	4. Kitchen			
5. Glasses	5. Bathroom			
6. Baby bottle	6. The hall			
7. Cups	7. Broken utilities			
	8. Ads for housing			
	9. Ads for household goods			
	10. Containers			

Geography and Post Office

Charts	Maps	Models	Misc.
1. Stamps	1. U.S.A.	1. Small globe	1. U.S. puzzle
2. Envelope (addressed & unaddressed)	2. Asia	2. Large globe	2.
3. Aerogramme	3. Southeast Asia	3.	3.
4. U.S. States	4. Thailand		
5. World flags	5. World		

Transportation

Charts	Models	Tickets	Misc.
1. Bus schedule	1. Airplane	1. Bus	1. Boarding passes
2. Flight schedule	2. Bus	2. Train	2. Baggage claim tickets
3. Train schedule	3. Fire engine	3. Plane	
4. Transportation (by foot, bus, plane, car, train)	4. Jeep		
4. City maps	5. Police car		
5. Bus routes	6. Truck		
	7. Ambulance		

Appendix: 3

Miscellaneous

1. Rods
2. Commercial Games
3. Bingo
4. Dominoes
5. Markers/tokens (for Tic-Tac-Toe, Bingo, etc.)
6. Dice
7. Spinners (for roulette wheels)
8. Scales (for food, people)
9. Measuring spoons & cups
10. Yardsticks/rulers
11. Tape measures
12. Flannel board
13. Baskets
14. Pocket chart/slot board
15. Comic books
16. Model cash register
17. Hand puppets
18. Marbles (for colors, sorting)
19. Assorted sizes and colors of:
    - pens
    - pencils
    - buttons
    - beans
    - paper
20. Calculator(s)
21. Tape recorder
22. Globe
23. Fare box
24. Abacus
25. Eye chart

Student Questions about American Culture

Students have many questions about American life and culture. Many of their questions can be answered adequately in cultural orientation classes but at times students will go to their ESL teachers for "second opinions" or clarification.

On the following pages you will find the questions about American culture that are most often asked of ESL teachers. The questions are grouped according to topic and possible responses are provided.

The questions and answers are arranged in the following categories:

TELEPHONE
EDUCATION
ORIENTATION
TRANSPORTATION
POST OFFICE
CLOTHING
FAMILY
FOOD
EMPLOYMENT

TELEPHONE

1. WHAT IS THE DEFINITION OF STATION-TO-STATION; PERSON-TO-PERSON; COLLECT; THIRD PARTY BILLING; TOLL FREE; DIRECT DIAL?

   A station-to-station call is a call from one person to another. The person calling will speak to anyone who answers the phone.

   A person-to-person call is made from one particular individual to another. If the named person is not reached, there will be no charge for the call.

   A collect call is made when the person calling does not want to pay for the call. The person being called must agree to accept the charges, however.

   Direct dialing means that you can dial a number without the assistance of an operator.

   A toll free call is a call that you will not be charged for. Calls to the operator and "800" numbers are toll free.

Third party billing occurs when one person calls another, but wants the charges put on another phone bill. Usually this happens when you make a call from phone booth or private residence and want the call's charges to be put on your own phone bill.

2. IS IT POLITE FOR A TELEPHONE CALLER TO ASK "WHO IS SPEAKING" OF THE PERSON ANSWERING THE PHONE?

   IS IT POLITE FOR A PERSON ANSWERING THE PHONE TO ASK "WHO IS CALLING?"

   It is more polite to ask, "To whom am I speaking, please?"

3. WHEN DO YOU DIAL "O"?

   You can dial "O" anytime you need assistance dialing a number. You can also dial "O" for help in emergency situations.

4. CAN YOU PLACE FREE EMERGENCY CALLS FROM A PUBLIC TELEPHONE?

   You can place free emergency calls from a public telephone by dialing the operator.

EDUCATION

1. WHAT IS THE DIFFERENCE BETWEEN A TECHNICAL SCHOOL, VOCATIONAL SCHOOL, COLLEGE AND UNIVERSITY?

   In technical schools, students study a particular discipline: architecture, drafting, engineering, etc. Vocational schools usually give students the skills necessary for specific jobs: carpentry, auto mechanics, welding, etc. Colleges and universities often offer similar courses. A university can have more than one campus and usually has several "faculties." Four years is the usual amount of time needed to get a bachelor's degree at a college or university. Master's degrees may take an additional 1-2 years, and doctorates even longer.

2. WHAT IS THE TYPICAL ANNUAL EXPENSE FOR A PRIVATE COLLEGE OR UNIVERSITY? A PUBLIC UNIVERSITY? A COMMUNITY COLLEGE?

   Private universities are usually expensive (approx. $15,000). Public universities can be considerably cheaper, but it's difficult to generalize about fees. Some institutions have low fees for residents but may increase fees for students from out-of-state. Fees for schools located in different parts of the country vary a lot. Community colleges or junior colleges are the cheapest, but usually offer only a two year course of study.

3. WHAT ARE SOME MAJOR DIFFERENCES BETWEEN AMERICAN AND OTHER SCHOOL SYSTEMS?

Most schools use the following model or variations of it:

Kindergarten	
First Grade - Sixth Grade	Elementary School
Seventh Grade - Eight Grade	Junior High School
Ninth Grade (Freshman)	High School
Tenth Grade (Sophomore)	"
Eleventh Grade (Junior)	"
Twelfth Grade (Senior)	"

In most schools there are required subjects and options for choosing others. English, history, math, science and physical education are usually required subjects. Art, foreign languages, wood shop, metal shop and typing are examples of optional subjects.

There is no state or government exam that a student must pass at the completion of elementary, junior high or high school. Examinations are given in each class. Students interested in attending college or university might have to take one of the achievement tests used by colleges for judging applicants (ACT, SAT).

ORIENTATION

1. IF SOMEONE IS ASKED TO SPELL HIS NAME, SHOULD HE SPELL HIS COMPLETE NAME OR JUST HIS FIRST OR LAST NAME?

In formal situations, you usually give your full name (ex: John Brown) so you should spell both names. In informal situations, you usually only give your first name (ex: John) so you spell only that. If someone wants you to spell both names he/she might say, "And your last name?" or "Spell your full name, please."

2. WHEN PEOPLE (AMERICANS) ARE INTRODUCED, IS IT NECESSARY TO SHAKE HANDS? HOW DO AMERICANS SHAKE HANDS?

WHO SHOULD BE INTRODUCED FIRST IF WE INTRODUCE OUR FATHER TO OUR TEACHER?

WHO SHOULD BE INTRODUCED FIRST IF WE INTRODUCE A WELL-KNOWN PERSONALITY TO A GOVERNMENT OFFICIAL?

Americans usually shake hands whenever they are introduced. They will often shake hands again when they part. The hand should not be offered hesitantly. Put out your hand and the other person will take it. Your grip should be strong. Apply slight pressure with your fingers and look in the other person's eyes as you shake hands.

Introductions vary somewhat, but usually you introduce a person to the one you are according the most respect.

3. IN WHAT SITUATION DO WE SAY "HOW DO YOU DO?"

"How do you do?" is used for initial greetings only. On following occasions you can say, "How are you?"
"How are you doing?"
"What's up?"
"What's happening?"
"What's going on?"
"Nice to see you."
etc.

4. WHO SHOULD OFFER THE HAND FIRST WHEN BEING INTRODUCED?

Offer your hand when you're being introduced to someone or when you enter a room with the purpose of meeting or talking to someone. Don't wait for the other person to extend a hand first. Put yours out there first.

5. WHAT'S THE MEANING OF "MAIDEN NAME?"

Maiden name is the term used for a woman's original last name. Many women take the last name of their husbands when they marry. If they do, their former last name becomes their maiden name. In recent years, some women prefer to keep their own last names after marriage. In such cases, they do not have maiden names.

6. IS IT COMMON TO INTRODUCE YOURSELF TO SOMEONE YOU DON'T KNOW WHEN YOU WANT TO SPEAK TO HIM OR HER?

It is very common to introduce yourself to someone you don't know. Just put out your hand, smile and introduce yourself.

7. IS IT COMMON TO ASK THESE QUESTIONS: HOW DO YOU DO?
HOW OLD ARE YOU?
ARE YOU MARRIED?

"How do you do?" is a very common question. "How old are you?" and "Are you married?" are usually asked in interview situations. It's not common to ask these questions of people you have just met. If you need to know, precede your question with "Excuse me for asking but ...." or "Do you mind if I ask you .... ?"

TRANSPORTATION

1. WILL A BUS STOP ANYWHERE?

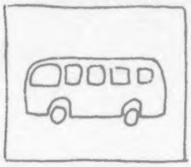
A bus will not stop just anywhere. Most buses stop only at designated bus stops. If your destination is between two bus stops you need to get off at the last stop before or the first stop after it--whichever is closer.

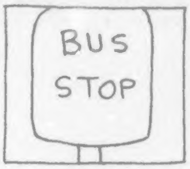
2. CAN PASSENGERS STAND ON A CITY BUS? ON A LONG DISTANCE BUS?

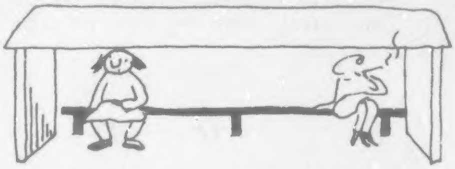
Standing is usually allowed on a city bus. Straps are provided so that passengers will have something to hold on to. Standing is not allowed on long distance buses.

3. WHAT DOES THE SIGN FOR A BUS STOP LOOK LIKE?

Bus stops can be identified by a symbol or the written word.







In addition to signs, some bus stops also have bus shelters or seats.

4. WHAT IS THE LENGTH OF A CITY BLOCK?

A city block is the distance from one intersection to another. This can be very short (a few feet) or very long (several hundred feet). There is no standard length.

5. HOW MANY TIMES CAN YOU USE A TRANSFER?

You can use a transfer only once. When you enter a bus you must surrender your transfer.

6. DO ALL BUSES WITHIN A CITY OFFER TRANSFERS?

Not all city buses offer transfers. Some cities don't use them at all. Others use them only on some routes.

7. FOR HOW LONG IS A ROUND-TRIP TICKET VALID?

A round-trip ticket on a plane is usually good for one year. A round-trip ticket on a bus or train may have a time limit of 1 week, 2 weeks, 1 month, 6 months or 1 year. It's wise to ask this question at the time of purchase.

8. WHERE DO YOU BUY LONG DISTANCE BUS TICKETS?

Long distance bus tickets can be purchased directly at the bus station. It is possible to call and reserve a seat in advance, but not always.

9. WHERE DO YOU GET BUS SCHDULES?

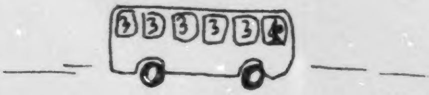
Bus schedules are also available at the bus station. Sometimes they are available at public libraries or in stores served by a city bus route. Sometimes it is also possible to get schedules from the bus driver.

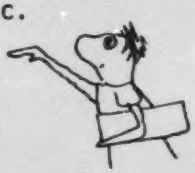
10. DO LOCAL BUSES HAVE BUS STATIONS?

Local buses do not have bus stations -- only bus stops, seats and/or bus shelters.

11. WHAT'S THE GESTURE FOR STOPPING A BUS?

If you want to stop a bus you can put up your hand...sometimes waving it. Hand gestures are also accompanied by appropriate body movements -- getting up from your seat, stepping near or off the curb, moving out of the shelter into view, etc.





12. ARE CHILDREN CHARGED FULL FARE FOR A LONG DISTANCE BUS TRIP? A BUS TRIP WITHIN THE CITY?

On local buses many cities offer student fares---sometimes in the form of bus tokens. Long distance buses usually charge less than full fare for children. There might be different fares for those under 2, under 5, under 12 or under 16. It's wise to ask this question at the time of purchase.

13, CAN WE WEAR A HAT ON THE BUS? CAN WE SMOKE? CAN WE EAT LUNCH? CAN WE PLAY MUSIC?

You can wear a hat on the bus. In the winter, people wear hats all the time for warmth. Smoking is not allowed on local buses but there are designated smoking sections on inter-city buses and trains. Eating, drinking and playing music are usually not allowed on local buses.

14. CAN WE PUT $1.00 IN THE FARE BOX FOR TWO PEOPLE IF THE FARE IS 50¢?

You can usually put dollar bills in a fare box. Some fare boxes are not able to accept them, however. In most cases, the bus driver will not be able to give you change for a bill.

POST OFFICE

1. DO YOU NEED TO SHOW THE CONTENTS OF A PARCEL BEFORE MAILING IT?

No. Usually, you will be asked to declare what is in the parcel and estimate it's value.

2. DOES EVERY CITY HAVE A ZIP CODE? DO SOME CITIES HAVE MORE THAN ONE?

   Zip codes are allocated according to the size of population in given areas. A sparsely populated state might only have one or two zip codes, but a city with a large population can have several. New York City, for example, has more zip codes than some states.

3. IS A ZIP CODE ALWAYS FIVE NUMBERS?

   Yes. There have been proposals to increase the number of digits to 7 or 9. That may happen in the future. Zip codes now are all 5 digits.

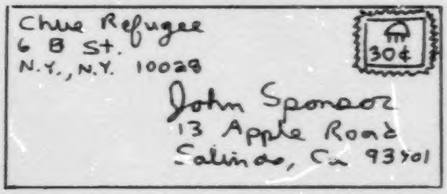
4. ARE STAMPS IN ONE STATE GOOD IN ANOTHER STATE?

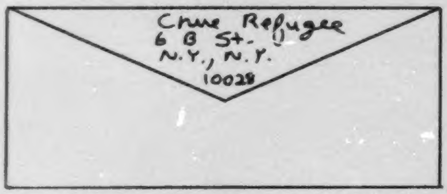
   Stamps are issued by the U.S. government not by state governments. The stamp you buy in Utah is the same stamp being sold and used in Rhode Island.

5. IF ALL LETTERS SENT WITHIN THE U.S. ARE SENT BY AIRMAIL, WHY NOT USE AEROGRAMMES?

   Some countries do have domestic aerogrammes. The U.S. does not. The main disadvantage of using an aerogramme is that it cannot contain any enclosure. A letter sent airmail can.

6. WHAT IS THE STANDARD ADDRESS FORMAT?




Chue Refugee
6 B St.
N.Y., N.Y.
10028

   Sometimes the sender puts the return address on the back of the envelope.

7. HOW SHOULD I SEND IMPORTANT DOCUMENTS?

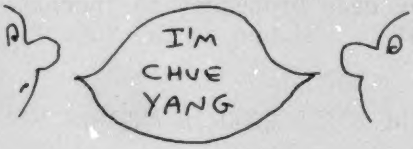
   Anything of real value should be registered and/or insured. This costs more than the usual rate but you obtain a receipt that you can use in tracing your packet if it is lost. If you want to be notified when your packet is received, you can request that it be sent Return Receipt Requested. When your packet is received, a form will be signed and sent back to you.

8. IS THERE A MAXIMUM AMOUNT OF MONEY YOU CAN SPEND WHEN BUYING A MONEY ORDER?

   Yes, there may be. Check with the post office or bank at the time of purchase. You may have to purchase two money orders instead of one.

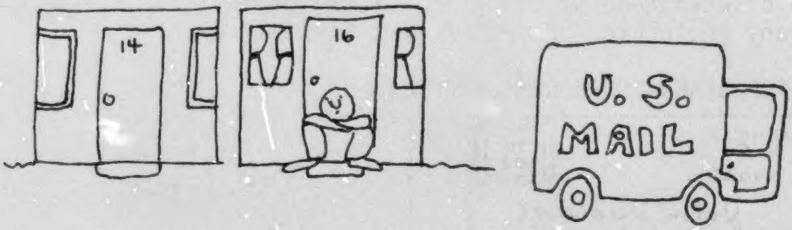
9. WHAT HAPPENS WHEN THERE ARE TWO PEOPLE WITH THE SAME NAME AND ADDRESS?

It is possible that two people in the same area will have the same first and last names. When this happens people often use their middle name or initial to further identify themselves. Addresses in a city are not repeated, however, so it's not likely that two people would share the same name and address. In communication with banks, employers or other officials, your social security number serves as an unofficial identification number.



10. WHAT IS A CHANGE OF ADDRESS FORM? WHY IS IT IMPORTANT TO FILL ONE OUT?

If you change addresses, the post office has no idea where to send your mail unless you tell them. You tell them by filling out a change of address form. Many people lose money and contact with friends when they fail to do so.



CLOTHING

1. WHAT DO PEOPLE WEAR WHEN THEY GET MARRIED?

If people get married in a civil ceremony or by a justice of the peace, they probably wear "everyday" clothes. Some weddings are held in parks, at the beach or in someone's home. People attending such weddings may dress informally. Large church weddings usually require more formal dress. The bride wears a long white gown with a veil covering the head. The groom wears a formal black or white suit with a tie. Other people in the wedding party wear matching suits and gowns.

2. WHAT CLOTHING DO DOCTORS WEAR?

Doctors usually wear white when they work in offices or clinics. You will occasionally see doctors wearing green in hospitals. The basic "uniform" is usually a pair of thin white pants and a fairly loose-fitting white shirt or smock. Nurses, lab technicians and receptionists often wear white uniforms also.

3. WHAT CLOTHING DO AMERICANS WEAR IN THE SUMMER? IN THE FALL? IN THE WINTER?

   Americans generally wear clothes for comfort and with a consideration for the weather. Jeans, T-shirts and tennis shoes can be seen at almost any time of the year.

   In the summer, men and women often wear shorts and sandals or thongs. In the fall, people may have to wear sweaters or light jackets. Winter clothes include: a hat, scarf, sweater, jacket/coat, vest, gloves, long underwear, heavy socks and boots.

4. CAN EVERYTHING IN THE CLOTHING STORE BE TRIED ON?

   Usually dresses, skirts, blouses, shirts, pants and jackets can be tried on in the fitting room. Underwear and socks cannot be tried on. Customers need to know the size of their waists and shoes in order to buy these items. If you don't know your measurements, the sales clerk will measure you to find out the correct size needed.

5. DO REFUGEES GET CLOTHES WHEN THEY ARRIVE IN THE U.S.?

   They often receive clothes on arrival. This is especially true on arrival during winter months.

6. CAN YOU RETURN CLOTHES IF THEY DON'T FIT?

   Usually you can return clothes if you do not wait too long and if you have a receipt of purchase. Sometimes items that are bought ON SALE cannot be returned. Some stores post signs that say NO EXCHANGES, NO RETURN or NO REFUND. It's a good idea to ask the sales clerk about this at the time of purchase.

7. ARE ASIAN AND AMERICAN SIZE SYSTEMS THE SAME?

   No. The following chart shows the correlation between American and Asian sizes (Shoe sizes only):

MEN'S SHOES		WOMEN'S SHOES	
U.S.	ASIA	U.S.	ASIA
7 - 7½	40 - 41	4½ - 5	36 - 37
8 - 8½	41 - 42	5½ - 6	37 - 38

FAMILY

1. WHAT DO AMERICANS CALL THE FATHER OF A DAUGHTER-IN-LAW?

   The only terms that Americans use for in-laws are father-in-law, sister-in-law, mother-in-law, brother-in-law, daughter-in-law and son-in-law. There is no specific term for the parents of an in-law.

2. WHAT SHOULD MY WIFE'S BROTHER OR SISTER CALL MY MOTHER OR FATHER?

   Since there is no specific term like aunt or uncle, your wife's relatives can call them Mr. and Mrs.________. If your mother and father wish they can suggest that they be called by their first names only.

3. WHAT RELATIONS ARE CONSIDERED PART OF THE AMERICAN FAMILY?

   The basic unit of the American family is mother, father, child(ren). Grandparents are not normally considered part of the immediate family. This is also true of aunts, uncles and cousins.

4. DO AMERICANS FEEL CLOSE TO THEIR RELATIVES? DO THEY LIVE CLOSE TO THEIR RELATIVES?

   Most Americans do feel close to their family, but they may express their affection and respect differently than people in other societies. Americans often display independence, familiarity and informality in a family setting and this can lead to the perception that they lack respect or don't feel close to their families. Americans usually live separately from their families--often far away.

5. DO RELATIVES IN AMERICA HELP EACH OTHER WITH THEIR PROBLEMS? DO THEY GIVE EACH OTHER MONEY?

   Americans do offer help if it is needed or requested. Some people may refuse help, however, preferring to work problems out "on their own."

FOOD

1. WHAT DO AMERICANS TYPICALLY EAT FOR BREAKFAST, LUNCH AND DINNER?

   Americans eat a wide variety of foods. Meals vary from day to day and week to week. It's very difficult to generalize about American eating habits. Here are a few of the more common foods:

Breakfast:	cereal, mush, grits, oatmeal, eggs, bacon, ham, sausage, pancakes, waffles, french toast, coffee, tea, juice, milk.
Lunch:	sandwiches (ham, cheese, BLT, peanut butter & jelly), soup (tomato, onion, noodle, asparagus, mushroom), hamburger, hot dog.
Dinner:	chicken, steak, fish, potatoes, rice, vegetables, pizza, spaghetti (& other Italian food), tacos (& other Mexican food) chow mein (& other oriental dishes), beans, macaroni, fruit.

2. AT WHAT HOURS DO AMERICANS TYPICALLY EAT THEIR MEALS? FOR HOW LONG?

   "Traditional" times for breakfast are between 6 - 8 a.m., lunch 12 - 1 and dinner between 6 - 8 p.m. Families may eat at different times, however, to accomodate work or school schedules. Some families have "sit down" meals together. Others eat separately when they can find the time. Some families eat their food as quickly as possible and then separate to perform individual tasks. Other families use meal times for socializing and "catching up" on news. There's probably no "typical" style of family eating.

3. IS IT EASY OR DIFFICULT FOR REFUGEES TO FIND THEIR OWN KIND OF FOOD IN THE U.S.?

   It is relatively easy in larger towns and cities--more difficult in smaller towns and rurals areas. Some tropical fruits and vegetables are common in U.S. diets as well -- coconuts, pineapple. Fish paste, rice flour, etc. are available because of large refugee communities already there.

4. DO REFUGEES BUY THEIR OWN FOOD WHEN THEY ARRIVE IN THE U.S.?

   There may be an initial gift of food from a sponsor or neighbors, but for the most part refugees are expected to buy their own food.

5. HOW AND WHERE DO YOU GET FOOD COUPONS?

   You can find coupons in many newspapers and magazines. They are occasionally sent through the mail also.

6. DO ALL THINGS IN THE SUPERMARKET HAVE FIXED PRICES?

   Yes. There is no bargaining in U.S. supermarkets and grocery stores.

7. WHAT IS THE PROPER WAY TO ARRANGE SILVERWARE ON THE TABLE?

   Usually the knife goes to the right of the plate and the spoon to the right of the knife. The fork goes to the left of the plate.

8. IN A RESTAURANT, WHERE SHOULD YOU PAY?

   In some "family" restaurants and coffee shops the customer pays the cashier when leaving. In fast food restaurants, you pay at the time of service. In other restaurants, the waiter/waitress will bring a bill to the table.

9. IS IT POLITE TO ASK FOR A RECIPE FROM A RESTAURANT?

   It's not impolite but a restaurant may not want to give you their recipe.

10. IF YOU ARE INVITED TO A RESTAURANT, SHOULD YOU EXPECT THE PERSON INVITING TO PAY?

Not necessarily. "Do you want to go to dinner?" is not the same as "Do you want me to buy you dinner?"

EMPLOYMENT

1. IS IT DIFFICULT TO FIND A JOB IN THE U.S. IF YOU ARE UNSKILLED?

It can be very difficult whether you are skilled or unskilled. There are a number of entry-level jobs which offer some hope for the unskilled job-seeker.

2. WHERE CAN WE SEEK ASSISTANCE IN FINDING A JOB?

Friends and family may hear about a job and tell you. Many jobs are advertised in the local newspaper. In addition, volunteer services can provide useful contacts.

3. WHAT DOCUMENTS ARE NECESSARY WHEN LOOKING FOR A JOB?

When you go to look for a job it's a good idea to take your I-94 and social security card.

4. IS IT POSSIBLE TO BE PAID DURING VACATION?

Most jobs offer paid holidays each year (2 weeks, 4 weeks or more depending on the job).

5. ARE "HOUSEWIFE" AND "STUDENT" CONSIDERED JOBS?

A housewife or homemaker definitely has a job though an unpaid one A student is not technically "working."

6. WHAT IS THE DIFFERENCE BETWEEN AN OCCUPATION AND A JOB?

Sometimes they are used to mean the same thing, but occupation usually means working in a particular field over a period of time.

7. CAN A REFUGEE BECOME A SOLDIER?

Refugees can become soldiers in the U.S. military service when they become permanent residents.

8. WHAT ARE THE MOST COMMON JOBS FOR REFUGEES IN THE U.S.?

1. busboy/girl
2. dishwasher
3. waiter/waitress
4. factory worker
5. janitor/custodian
6. farmhand
7. fisherman/fisherwoman
8. clerical/office worker
9. gas station attendant
10. security guard.

9. WHY DO REFUGEES HAVE TO START THEIR JOBS AT THE BOTTOM?

Refugees arrive without much English or awareness of American attitudes and culture. They have no contacts and in many cases--no credentials. Until a refugee establishes himself/herself, it is difficult to move out of entry-level jobs.

10. WHAT ARE SOME TYPICAL AMERICAN ATTITUDES TOWARD WORK?

Americans value:

- initiative
- volunteerism
- enthusiasm/interest
- being on time
- fair play

11. CAN A REFUGEE WORK FOR THE GOVERNMENT?

Yes, but they cannot hold elected positions.

12. WHAT ARE THE TIMES FOR DAY SHIFT, NIGHT SHIFT AND GRAVEYARD?

9 a.m. - 5 p.m. or 8 a.m. - 7 p.m. (Day shift)
4 p.m. - 12 midnight or 3 p.m. - 11 p.m. (Night shift)
12 midnight - 7 a.m. or 12 midnight - 8 a.m. (Graveyard)

Times vary from company to company, however.

13. CAN A WORKER USE THE WEATHER AS A REASON FOR BEING LATE?

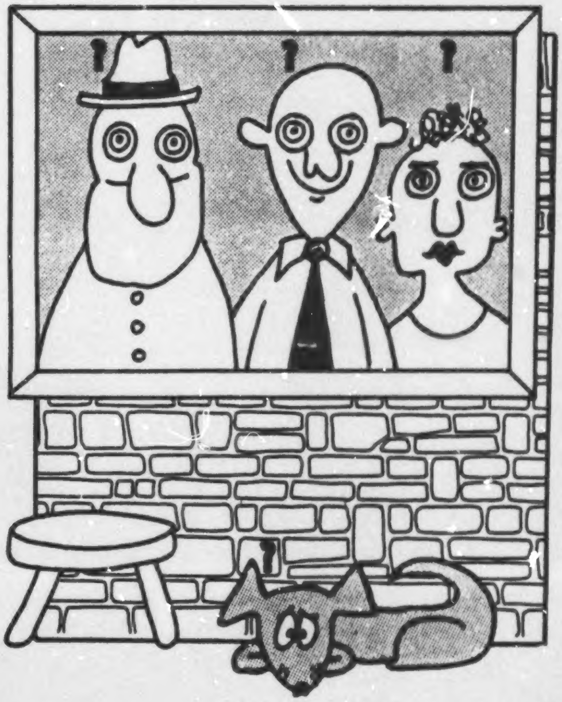
Not if everybody else made it to work except you. Heavy rain or snow storms are often accepted as valid excuses if the problem is general and not specific to you.

14. IF A WORKER WANTS TO MEET FAMILY MEMBERS AT THE AIRPORT WHAT SHOULD HE/SHE DO?

Inform the boss in advance. The boss may be understanding and agree to your absence. You might offer to make up the time missed. In some cases you may not be allowed to go.

Appendix: 4

OTHER QUESTIONS:



Forms and Bills

This section contains sample forms that you can copy for classroom use. They are not real forms.

EMPLOYMENT

1. Social Security Application Form
   Social Security Card
2. I-94 Form
3. Personal Identification Form
4. Application Form
5. Application For Employment
6. Sample Resume
7. Employee Contract

HOUSING

8. Renter's Agreement

BANKING

9. Bank Account Application Form
   Checking Account Statement
   Savings Account Pass Book
10. Deposit Form
    Withdrawal Form
11. Money Orders

BILLS

12. Telephone Bill
13. Water Bill
14. Electric Bill
15. Gas Bill
16. Medical Bill

HEALTH

17. Application For Medical Insurance Form
18. Prescription
    Drug Labels
    Medical Record Card

POST OFFICE

19. Change of Address Order
20. Registration Form
    Parcel Post Customs Declaration

Appendix: 5

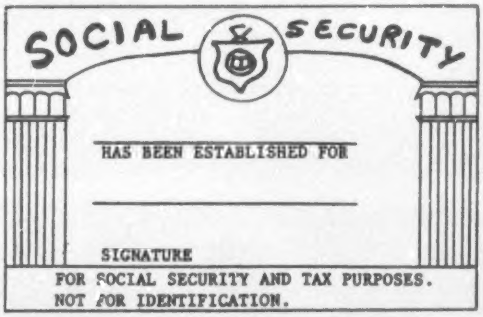
SOCIAL SECURITY

ID CN DO

APPLICATION FOR A SOCIAL SECURITY NUMBER B79

1	PRINT FULL NAME YOU WILL USE IN WORK OR BUSINESS First Name Middle Name Last Name		
2	Print FULL NAME GIVEN YOU AT BIRTH	6	YOUR DATE OF BIRTH
3	PLACE OF BIRTH CITY COUNTRY STATE	7	YOUR PRESENT AGE
4	MOTHER'S FULL NAME AT HER BIRTH	8	YOUR SEX MALE ☐ FEMALE ☐
5	FATHER'S FULL NAME	9	YOUR COLOR OR RACE WHITE ☐ NEGRO ☐ OTHER ☐
10	HAVE YOU EVER BEFORE APPLIED FOR OR HAD A UNITED STATES SOCIAL SECURITY RAILROAD OR TAX ACCOUNT NUMBER? NO ☐ DON'T KNOW ☐ YES ☐		
11	YOUR MAILING ADDRESS (CITY) (STATE) (ZIP CODE)		
12	TODAY'S DATE	14	NOTICE
13	TELEPHONE NUMBER		Sign YOUR NAME HERE. Do not print.

Return completed application to nearest SOCIAL SECURITY ADMINISTRATION OFFICE



SOCIAL SECURITY

HAS BEEN ESTABLISHED FOR

SIGNATURE

FOR SOCIAL SECURITY AND TAX PURPOSES.
NOT FOR IDENTIFICATION.

I-94 FORM

Family Name (Capital Letters) First Name Middle Initial	
Country of Citizenship	Passport or Alien Registration Number
United States Address (Number, Street, City and State)	
Airline and Flight No. or Vessel on Arrival	Passenger Boarded at
Number, Street, City, Province (State) and Country of Permanent Residence	
Month, Day and Year of Birth	PAROLED pursuant to SEC. 212 (d) (5) OF THE I & N ACT TO:
City, Province (State) and Country of Birth	Purpose: ALRP CAT-IV (T-18375)
Visa issued at VISAS FALCON CLEARED	EMPLOYMENT AUTHORIZED
STAPLE HERE Month, Date and Year Visa issued	(port) (date) (officer)

Appendix: 5

Personal Identification Form

Date ____________________

1. Name: Mr. Mrs. Miss ________ first ____________ middle initial ____________ last
2. MARITAL STATUS: ___ single ___ married ___ separated ___ divorced ____ widowed
3. Spouse's name in full ________________________________
4. DATE OF BIRTH ____ month ___ day ___ year age ____ sex ____ weight ___ height ___
5. Place of birth ________________________________
6. Social security number __________
7. Street address ________________
8. City ____________________ County ______________ State ________
9. Zip code __________
10. Permanent address if different from above ____________________ ____
11. How long have you lived at your present address? ______________
12. Telephone (___) area code _ _ _ _ _ _ _ number
13. Number of children _______

Name	Age	Sex

14. Other dependents

Name	Relationship	Age	Sex

15. Have you ever been arrested (other than a traffic violation)?
16. In case of emergency notify ____________ telephone ____________ relationship ______________
17. Have you ever served in the armed forces? _____ If so when? ___________
18. Last year of education completed? ______________________________
19. Any additional information you may add here:
20. I ____________________ (signature in full) hereby swear that all of the above information is correct.

APPLICATION FORM

DATE ____________________

POSITION ________________

NAME ____
(LAST) (FIRST)

SEX M ☐
F ☐

SOCIAL SECURITY NUMBER ____________

AGE ________ BIRTHDATE ________________________________
(MONTH/DAY/YEAR)

BIRTHPLACE ________________________________

MARITAL STATUS

MARRIED ☐

SINGLE ☐

WIDOWED ☐

ADDRESS ____

PREVIOUS JOB ____

EDUCATION ____

____

____
(SIGNATURE)

Appendix: 5

APPLICATION FOR EMPLOYMENT

DATE ____________

PERSONAL INFORMATION

NAME ______________________ PHONE: ____________

PERMANENT ADDRESS ________ CITY _______ STATE ________

ZIP ____

How long immediately preceding this date have you lived in this country? ____

Date of Birth ___ Social Security No. __ U.S. Citizen: Yes __ No __

Height __ Weight ___ Color of hair ____ Color of eyes ________

Married ___ Single ___ Widowed ____ Divorced ____ Separated ___

If married, spouse is employed by: ________ City ________

Number of Children ____ Dependents other than wife or children ___

In case of accident, notify _____ Address ____ Phone ________

Relatives in our employ (state name & department) __________

Referred by ______________________________

EMPLOYMENT DESIRED

Position _____ Date you can start _____ Salary desired _____

Are you employed now? ____ If so, may we inquire of your present employer? _____

Applied to this company before? _____ Where? _____ When? _____

EDUCATION

	Name & Location/Years	Graduated (date)/	Subjects Studied
Grammar School	________ /	____________ /	________
High School	________ /	____________ /	________
College	________ /	____________ /	________
Trade, Business or Correspondence School	________ /	____________ /	________

____

Subject of special study or research work ______________

What foreign language do you speak fluently? ______ Read _____?

Write _____?

Sample Resume

Boondong Sanouvong
1234 Main Street
Midvale, Oregon 92307
Telephone: (503) 323-4567

Residency Status

Admitted to the United States in accordance with the Refugee Act of 1980, on March 30, 1981. No restriction on employment.

Education

Participated in UNHCR Intensive English as a Second Language and Cultural Orientation Training Project, Panat Nikom Refugee Camp, Thailand. January through March, 1981.

Nine months infantry training, Savannakhet, Laos, 1970.

Completed requirements for elementary level Course Superior Certificate, grades 1-6, Savannakhet School, Savannakhet, Laos, 1962.

Employment/Experience

1975 - 81 Fled Laos after collapse of national government for fear of persecution due to past military association. Entered refugee camp in Thailand. Admitted to U.S. resettlement program.

1970 - 75 Special Guerilla Unit (SGU) Irregular Army Infantry, Military Region IV, Laos. Responsible for camp maintenance. Participated in limited combat actions.

1962 - 70 Rice Farming, Savannakhet Province, Laos. Responsible for planting, harvesting and care of farm annimals. Participated in various seeding experiments under the supervision of the local national agricultural office.

Personal Data

Birthdate: February 13, 1950.
Nationality: Lao.
Family: Married, three children.

Reference

John Sponsor
678 Central Avenue
Mill City, Oregon 97306
Telephone: (503) 987-6543

Appendix: 5

BUTTONS GARMENT COMPANY

EMPLOYEE CONTRACT

1. The working day is from 8 A.M. to 5 P.M. Employees are expected to be ready for work at 8 A.M. All employees should sign in upon arrival and sign out at 5 P.M.
2. Lunch break is 45 minutes. Employees should check with their supervisor. There are two 10-minute coffee breaks, one in the morning and one in the afternoon. Employees should check with their supervisor before taking a coffee break.
3. After working with the company for 1 year, employees will be given a paid vacation of 10 days (working days). Vacations must be scheduled 6 weeks in advance. Vacation times are approved by the supervisor.
4. Buttons Garment Company is a union company. The union is the National Federation of Garment Workers. The union dues are $8 per month. This money is subtracted from the employee's paycheck. The amount is recorded on the check stubs.
5. When an employee is sick and unable to come to work, he/she will receive pay up to 10 sick days per year. Employees who cannot come to work must give notice to the supervisor. Notice of sickness must be given before 7 A.M. or earlier, if possible. The supervisor may ask for a doctor's notice after an employee is absent for sickness.
6. The work week is Monday through Friday, 40 hours per week. The starting pay is $3.50 per hour. Overtime is optional. An employee who agrees to work overtime will be paid at 1½ time the hourly rate. Increases in the hourly rate are granted after 6 months, 1 year, 2 years, according to agreement with the union.
7. Employees must give 2 weeks' notice when leaving employment. Notice should be given to the supervisor in writing.
8. The company belongs to the Blue Cross health insurance plan. Employees may join the group health insurance for $17.00 per month. Employees who join the health insurance plan will have the amount subtracted from their paycheck. The amount is recorded on the check stub.
9. Employees are offered a 20% discount on all Buttons Garment Company products.

If you agree with the terms of the contract, please sign below.

____________________ ____________________

(Signature) (Date)

Appendix: 5

ACME RENTAL COMPANY

Renter's Agreement

1. Rent is payable on the first of each month.
   Rent is paid in advance.
   A security deposit equal to one month's rent must be paid in the beginning.
   Security will be returned when the renter leaves provided the renter does not break the agreement.
2. The renter is responsible for keeping the apartment clean.
   Trash must be disposed of properly.
   No oil or solid foods may be put down the sink.
   The company will make repairs of toilets and sinks unless misused.
   No pets (animals) are allowed in the apartment.
3. The renter is responsible for the control of his/her children.
   The renter must not make loud noises and must respect quiet hours after 11 P.M.
4. The apartment is rented only to the number of people specified in the agreement.
   The company must agree to accept any other people living in the apartment.
   Occasional overnight guests are welcome to stay.
5. The company asks the renter not to smoke in bed.
   The company will clean carpets before the renter occupies the apartment.
   The renter will pay for damages done on or in the apartment.
   Normal wear and tear of apartment is not considered damage.
6. The renter must pay electric and telephone bills.
   The company pays heat, water, and garbage-collection bills.
7. The renter must give 30-days notice in writing before moving from the apartment.
8. If the renter has a problem or question, he/she should telephone
   Business Office: 877-3547

If you agree to the terms of this Renter's Agreement, please sign below and return one copy to the renting agent. Thank you.

____________________ Date

____________________ Signature

Appendix: 5

BANK ACCOUNT APPLICATION FORM

NAME ______________________________
LAST FIRST

ADDRESS ______________________________
____

TELEPHONE NUMBER ______________________________

I D NUMBER ______________

ACCOUNT TYPE ______________ ______________
CHECKING SAVING

ACCOUNT NUMBER ______________________________

SPECIMEN SIGNATURE ______________________________

CHECKING ACCOUNT STATEMENT

ACCOUNT NAME ____________________ ACCOUNT NO. ______________

MONTH ______________

DATE	DEPOSIT	WITHDRAW	INTEREST	BALANCE

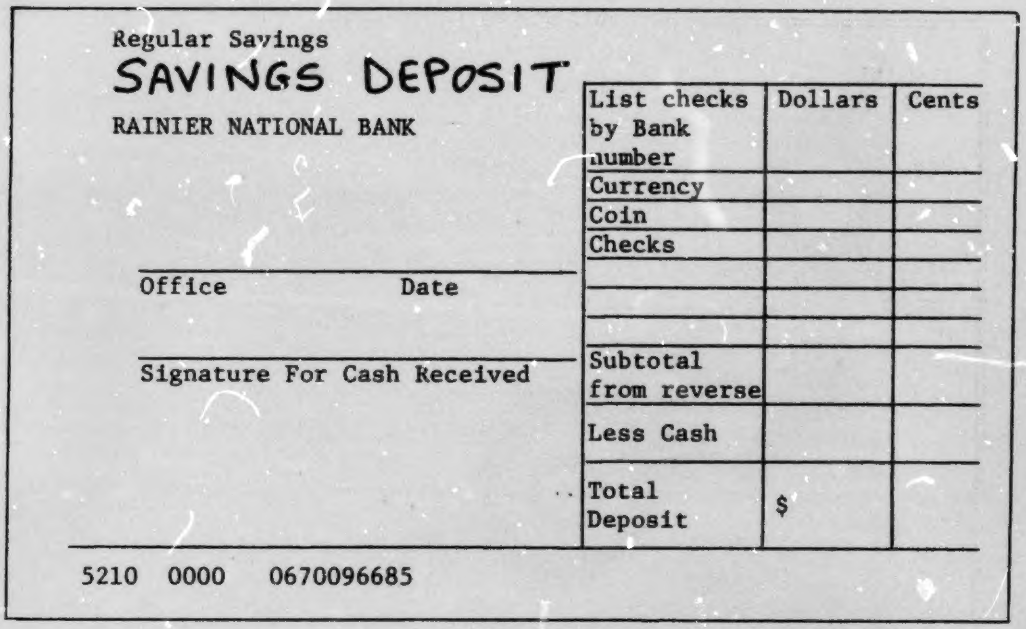
CASHIER'S SIGNATURE ______________

SAVING ACCOUNT PASS BOOK

ACCOUNT NAME ____________________ ACCOUNT NO. ______________

DATE	DEPOSIT	WITHDRAW	INTEREST	BALANCE	CASHIER'S SIGNATURE

DEPOSIT FORM



Regular Savings

SAVINGS DEPOSIT

RAINIER NATIONAL BANK

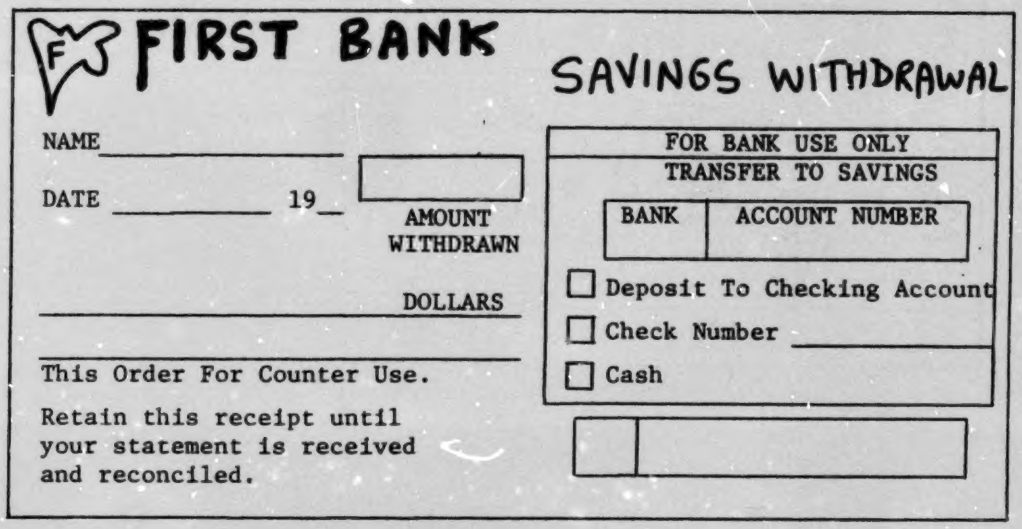
Office Date

Signature For Cash Received

List checks by Bank number	Dollars	Cents
Currency		
Coin		
Checks		
Subtotal from reverse		
Less Cash		
Total Deposit	$	

5210 0000 0670096685

WITHDRAWAL FORM



FIRST BANK

SAVINGS WITHDRAWAL

NAME__________________

DATE __________ 19__

AMOUNT WITHDRAWN

DOLLARS

This Order For Counter Use.

Retain this receipt until your statement is received and reconciled.

FOR BANK USE ONLY

TRANSFER TO SAVINGS

BANK	ACCOUNT NUMBER

☐ Deposit To Checking Account

☐ Check Number __________

☐ Cash

Appendix: 5

MONEY ORDERS

Personal Money Order

ISSUING LOCATION ____________

No. 8580346

Pay NBC DOL'S CTS ____________ 19___

PAYABLE IN U.S. DOLLARS ONLY.
NOT TO EXCEED $500.00

TO THE ORDER OF

NAME	SIGNATURE OF PURCHASER
ADDRESS	ADDRESS

Elma Bank
Ockalo, ILLINOIS

Money Order

United States Postal Money Order

25388400216 800411 053010 ** *

UNITED STATES POSTAL SERVICE
U.S. MAIL

PAY TO:

PURCHASED BY:

Samples of these common household bills are listed below:

- Telephone bill
- Water bill
- Electric bill
- Gas bill
- Medical statement

TELEPHONE BILL

GENERAL TELEPHONE COMPANY

Account No. 484-0142

SAESSOM SOKHOM
23 Bank St.
Durham, NC 27707

Period covering Apr. 20th-May 20th

Date Due - June 1st

DATE	CALL TO	TELEPHONE NO	CALL FROM	MIN	
------------------ LOCAL CALLS ------------------					14.70
Apr. 21	Wilmington	919-099-6800	Durham	9	2.05
Apr. 22	Myrtle Beach	803-440-3708	Durham	4	1.75
May 5	Chicago	312-208-4474	Durham	3	3.20
May 17	Los Angeles	502-888-7261	Durham	25	17.90
May 18	Myrtle Beach	803-440-3708	Durham	2	.80

——— INSTALLATION ———

Penalty	$00.00
Charges	$40.40
Amount Due	$40.40

Appendix: 5

WATER BILL

CITY WATER CO.
20 CENTER PLAZA

FINANCE DEPT.
PHONE 834-4080

B. Monthly billing for water standby collection and disposal

METER CHARGES	WATER USED NO. OF CU. FT.	AMOUNT
PRESENT		
927		
PREVIOUS		
904	23	9.66
PRESENT		
PREVIOUS		
PREVIOUS BALANCE		1.00 5 98

SERVICE NO.	ACCOUNT NUMBER	AMOUNT NOW DUE
0623	8581480	16.64

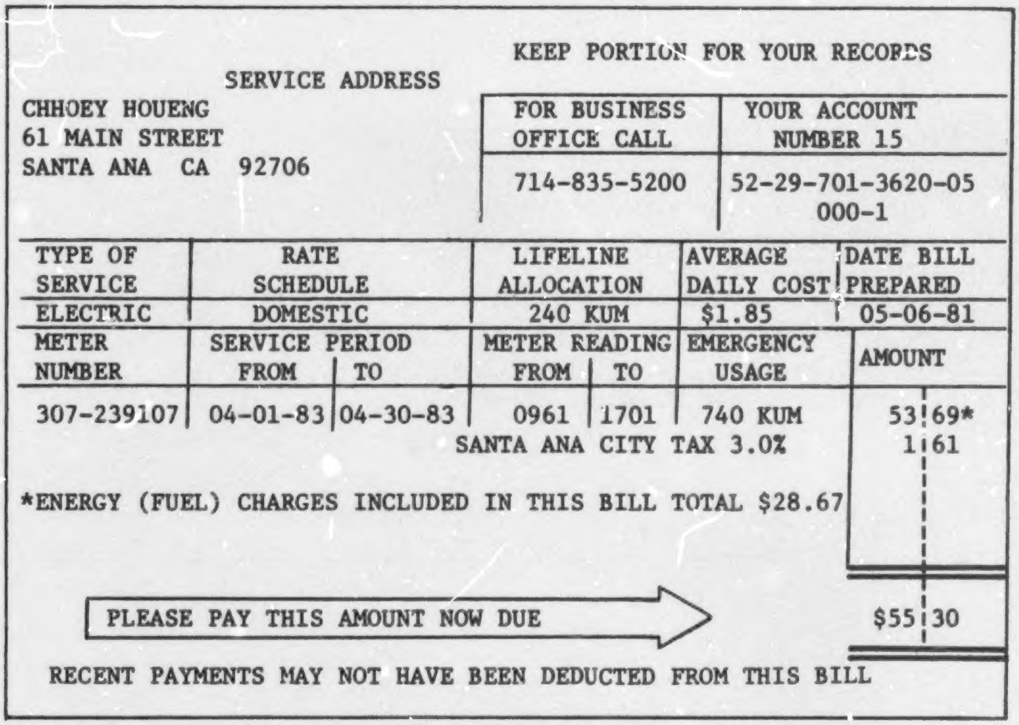
719695

Mailing Date
07 - 02 - 10

35652

10% PENALTY IF UNPAID 30 DAYS AFTER

ELECTRIC BILL



KEEP PORTION FOR YOUR RECORDS

SERVICE ADDRESS
CHHOEY HOUENG
61 MAIN STREET
SANTA ANA CA 92706

FOR BUSINESS OFFICE CALL	YOUR ACCOUNT NUMBER 15
714-835-5200	52-29-701-3620-05 000-1

TYPE OF SERVICE	RATE SCHEDULE	LIFELINE ALLOCATION	AVERAGE DAILY COST	DATE BILL PREPARED
ELECTRIC	DOMESTIC	240 KUM	$1.85	05-06-81

METER NUMBER	SERVICE PERIOD		METER READING		EMERGENCY USAGE	AMOUNT
	FROM	TO	FROM	TO		
307-239107	04-01-83	04-30-83	0961	1701	740 KUM	53 69*
			SANTA ANA CITY TAX 3.0%			1 61

*ENERGY (FUEL) CHARGES INCLUDED IN THIS BILL TOTAL $28.67

PLEASE PAY THIS AMOUNT NOW DUE → $55 30

RECENT PAYMENTS MAY NOT HAVE BEEN DEDUCTED FROM THIS BILL

Appendix: 5

GAS BILL

PLEASE RETURN THIS PART WITH YOUR PAYMENT
TO SOUTHERN CALIFORNIA GAS COMPANY

gas

SERVICE ADDRESS

SANTA ANA CA 92706

CHHOEY HOUENG
61 MAIN STREET
SANTA ANA CA 92706

DATE MAILED
APR 15 1983

PLEASE PAY THIS AMOUNT → $ 24.30

THIS BILL IS NOW DUE AND PAYABLE
DEDUCT RECENT PAYMENTS NOT CREDITED

08 3706 845 6573 00002430 12 0837063456570000243012

Please bring entire bill if payment
is made in person. See other side
for addresses of Company Offices

DETACH HERE

SOUTHERN CALIFORNIA GAS COMPANY
TELEPHONE (714) 835-0221

SANTA ANA CA 92706

MEDICAL BILL

STATEMENT

John Gat M.D.
251 Broad St.
Providence, RI 02906
Telephone: 491-2121

Mr. Chue Yang
263 13th St.
Providence, RI 02906

Date	Item	Charge	Paid	Bal Due
9/4/76	Office Visit	12.00		12.00
	X-ray (right arm)	15.00		27.00
9/15/76	Check-up	15.00		42.00
9/18/76			25.00	17.00
9/23/76	Office Visit	12.00		29.00
	Medicine	8.00		37.00
10/9/76			37.00	00.00

Appendix: 5

APPLICATION FOR MEDICAL INSURANCE FORM

1. Name ____________________ 2. Age _____ 3. Sex________

4. Date of birth _________ 5. Place of birth _______

6. Height ____ 7. Weight _________

8. Marital Status: Single ___ Married ___ Divorced ___ Widowed___
Separated _____ 9. Occupation ___________________________

10. Employer's name and address _________________________________

11. Medical History:

Illness	Yes	No	Date of treatment
Bronchial Asthma			
Allergy			
Sinusitis			
Chronic coughs			
Stomach Ulcers			
Chronic Abdominal Pain			
Kidney stones (Ureteral or Bladder)			
Jaundice			
Severe injuries			
Appendicitis			
Shortness of Breath			
Arthritis			
Back Fain			
Epilepsy			
Painfull Urination			
Severe Headaches			
Diptheria			

12. How many pregnancies? ____________

13. If you had any of the illnesses above--are there any you still have? _____________

14. Are you taking any medication? ________ What is it? ________

15. Have you ever had any operations? _____ Where? _____________

Date ________________________ Signature ______________________

Appendix: 5

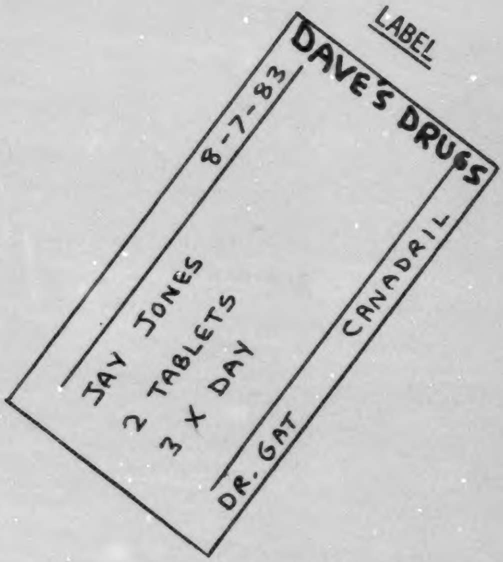
HEALTH

DR. HAROLD BROWN
PANAT NIKOM CLINIC
CHONBURI, THAILAND

PRESCRIPTION

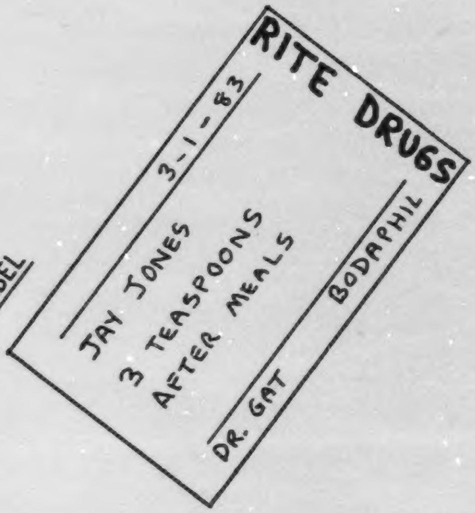
SIGNATURE

LABEL



DAVE'S DRUGS
8-7-83
JAY JONES
2 TABLETS
3 X DAY
CANADRIL
DR. GAT

LABEL



RITE DRUGS
3-1-83
JAY JONES
3 TEASPOONS
AFTER MEALS
BODAPHIL
DR. GAT

MEDICAL RECORD CARD

NAME:
FAMILY NAME:
ADDRESS:
DATE OF BIRTH:
NATIONALITY:
SEX:
WEIGHT:
HEIGHT:

Appendix: 5

CHANGE OF ADDRESS ORDER

MAIL OR DELIVER TO POST OFFICE OF OLD ADDRESS

AFFIX
FIRST
CLASS
POSTAGE
IF MAILED

To POSTMASTER

City

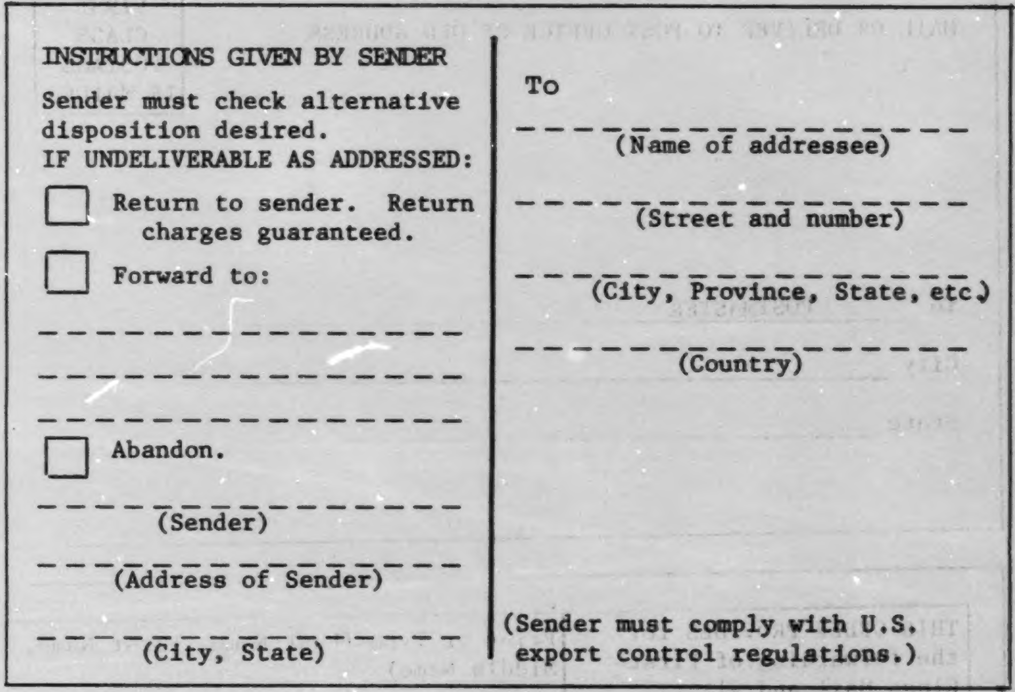
State

THIS ORDER PROVIDES for the forwarding of First-Class Mail and all parcels of obvious value for a period not to exceed 1 year		Print or Type (Last Name, First Name, Middle Name)
CHANGE OF ADDRESS IS FOR: ☐ Entire Family ☐ Individual Signer Only I AGREE TO PAY FORWARDING POSTAGE FOR NEWSPAPERS AND MAGAZINES FOR 90 DAYS. ☐ NO ☐ YES	Old Address	No. and St., Apt., Suite, P.O. Box or R.D. No. (In care of) Post Office, State and ZIP Code
USPS USE ONLY CLERK CARRIER ENDORSEMENT	New Address	No. and St., Apt., Suit, P.O. Box or R.D. No. (In care of) Post Office, State and ZIP Code

CARRIER ROUTE NUMBER	Effective Date	If temporary, Expiration Date
DATE ENTERED	Sign Here ▶	Date Signed

Appendix: 5

REGISTRATION FORM



INSTRUCTIONS GIVEN BY SENDER

Sender must check alternative disposition desired.
IF UNDELIVERABLE AS ADDRESSED:

☐ Return to sender. Return charges guaranteed.

☐ Forward to:

- - - - - - - - - - - - - - - - -
- - - - - - - - - - - - - - - - -
- - - - - - - - - - - - - - - - -

☐ Abandon.

- - - - - - - - - - - - - - - - -
(Sender)

- - - - - - - - - - - - - - - - -
(Address of Sender)

- - - - - - - - - - - - - - - - -
(City, State)

To

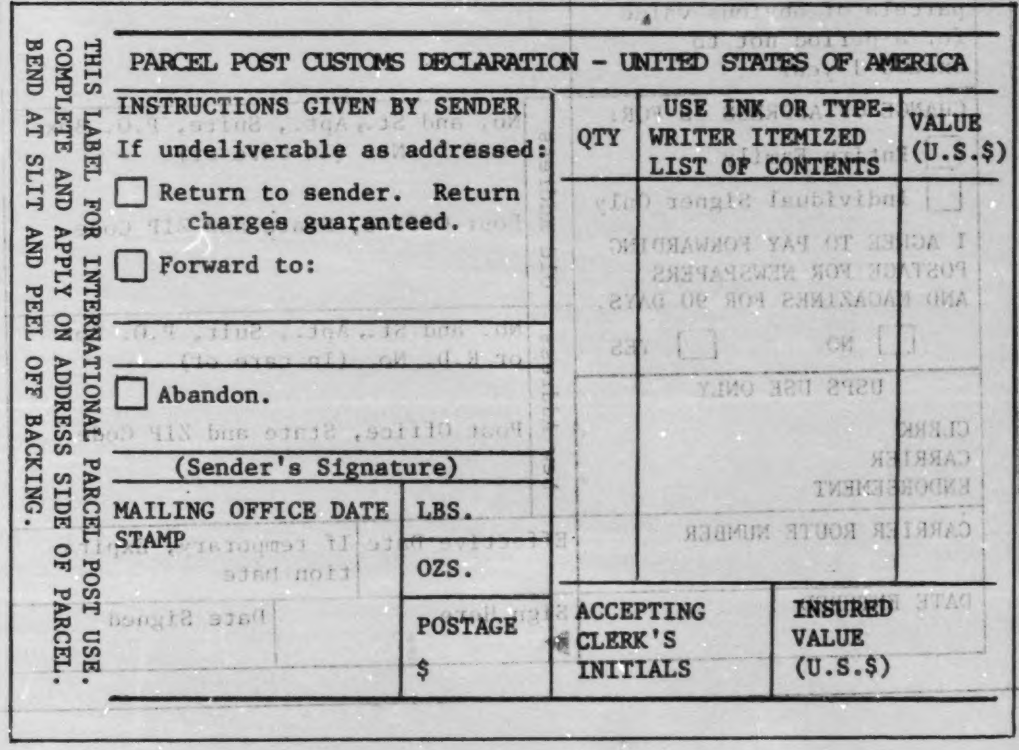
- - - - - - - - - - - - - - - - -
(Name of addressee)

- - - - - - - - - - - - - - - - -
(Street and number)

- - - - - - - - - - - - - - - - -
(City, Province, State, etc.)

- - - - - - - - - - - - - - - - -
(Country)

(Sender must comply with U.S. export control regulations.)



THIS LABEL FOR INTERNATIONAL PARCEL POST USE.
COMPLETE AND APPLY ON ADDRESS SIDE OF PARCEL.
BEND AT SLIT AND PEEL OFF BACKING.

PARCEL POST CUSTOMS DECLARATION - UNITED STATES OF AMERICA

INSTRUCTIONS GIVEN BY SENDER
If undeliverable as addressed:

☐ Return to sender. Return charges guaranteed.

☐ Forward to:

☐ Abandon.

(Sender's Signature)

QTY	USE INK OR TYPEWRITER ITEMIZED LIST OF CONTENTS	VALUE (U.S.$)	
MAILING OFFICE DATE STAMP	LBS. OZS.		
	POSTAGE $	ACCEPTING CLERK'S INITIALS	INSURED VALUE (U.S.$)

COMPARING LANGUAGES

Peter Loverde

Languages are systematic. Both the sound system and the grammatical system operate under a set of rules. These rules combine to form a system that we know as language. The process of comparing languages involves putting the system of one language "on top of" the system of another language to see how they are alike and how they differ. Comparing languages in this way is called constrastive analysis, and although it is usually the work of linguists, you can also carry out such a study with the students in your classroom.

If you analyze your students' native language in comparison to English, you can gain insights into the reasons behind the errors they make in pronunciation and in grammar. This can also help you better understand the language learning process and therefore anticipate which teaching strategies would be most appropriate for students.

When you compare these languages, you will find that students' difficulties do not come from the target language. Rather, they come from students' attempts to apply the rules of their own language to the one they are learning. Students sometimes feel that the systems of their own language are also appropriate for English.

You can help your students become aware of their "old habits" (the system of their native language) and identify the "new habits" which they need to acquire in order to learn a new language. As you identify the patterns for pronunciation and grammar in your students' language, you can use a comparison with English to identify teaching exercises which will help them. More importantly, you can find out which systems your students are using in their study of English.

Here, there are four areas of comparison: syllable patterns, structure, words and their parts, and writing systems. In each comparison, English is contrasted with Hmong, a tonal language spoken by a minority people living in mountainous regions of China, Laos, Thailand and also in the United States as refugee immigrants.

Appendix: 6

SYLLABLE PATTERNS

Each language has its own system for putting together syllables. A syllable is a combination of sounds, usually a vowel sound and one or more consonant sounds. For example, the word "refrigerator" consists of five syllables (re-fri-ge-ra-tor).

When two or more consonant sounds occur together, this is called a consonant cluster. Some consonant clusters are: spl-, str-, pl-, -ts, -ks, etc. Not all of these clusters normally occur at the beginning of words, e.g. -ts in "cats" or -ks in "box."

In English, the pattern for possible syllables is:

(C) (C) (C) V (C) (C) (C) (C)

This means that as many as three consonant sounds may occur before the vowel sound, and as many as four consonant sounds may occur after the vowel. Look at the syllable patterns in these words (concentrate on the sounds only; don't be confused by the spelling):

ants	plant	glimpsed
VCCC	CCVCC	CCVCCCC

Comparison

	English	Hmong
Syllable Pattern	(C)(C)(C)V(C)(C)(C)(C)	(C)(C)(C)V(C)
Examples	cats walked CVCC CVCC	loj* ("large") nplaim ("flame") CV CCCV

Analysis

Certain English consonant combinations are likely to challenge Hmong speakers. English words tend to put a heavy emphasis on the final part of the word. Concepts such as plurality ("cats") and past tense ("walked") are marked at the ends of words. Since Hmong allows only one consonant sound after a vowel, Hmong students would not only have difficulty pronouncing some final clusters, but they might also have trouble "hearing" them, too.

Application

Study your students' native language.

- What are the possible consonant combinations that can occur?
- Do consonant clusters occur before or after the vowel?
- Which syllable patterns are different from English?

---

* The final consonant in Hmong is actually a diacritic which indicates tone and is not pronounced.

STRUCTURES

As with sounds, each language also has its own system for putting words together into sentences. These sentence patterns, or structures, are limited in number. No language organizes the parts of a sentence exactly like another language.

Word order is a basic ingredient of sentence structure. Which words follow or precede other words? For example, in some languages the subject comes first (English: "The dog chased the cat."), while in others the verb comes first (Tagalog: "Chased the dog the cat.").

Use the four basic structures below to compare languages. Will useful be hopefully this.

Comparison

	English	Hmong
Affirmative Statement	The dog chased the cat. (subject-verb-object)	The dog chased the cat. (subject-verb-object)
Negative Statement	I do not study French. (use of auxiliary)	I no study French. (no auxiliary)
Yes-No Questions	Did you go to town? (use of auxiliary)	You go to town (question-word)? (statement + question-word)
Modifiers	The red car. (modifier before noun)	The car red. (modifier after noun)

Analysis

Hmong speakers learning English will need to put special emphasis on learning to use the auxiliary verbs. In some cases, word order will also need attention, expecially word order with adjectives.

Application

Have an informant translate these sentences into your students' native language. What are the structure patterns?

John saw Bill.
Bill saw John.
I do not play the guitar.
Do you play the guitar?
The red pen is 25 cents.

Other structures that you can use for comparison: reflective sentences ("He washed himself"); possessive sentences ("I bought John's book"); Wh-questions ("Why, Who, What, Where").

Appendix: 6

WORDS AND THEIR PARTS

English uses inflections to indicate certain functions of words or to signal certain meanings. Inflections consist of prefixes, suffixes and infixes. Some examples are: -s (a plural suffix); -ed (past tense suffix); un- (negative prefix); tooth/teeth (singular and plural infixes).

One method of comparison is to choose sentences or words which are similar in meaning and then determine which sounds (parts of words) add the difference in meaning.

Comparison

English	Hmong
1. The dog doesn't sing.	Tus dev tsis hu nkauj.
2. The dog sings.	Tus dev hu nkauj.
3. The bird doesn't bark.	Tus noog tsis tom.
4. The bird sings.	Tus noog hu nkauj.
5. The bird sang.	Tus noog hu nkauj.
6. The bird is singing.	Tus noog hu nkauj.

Analysis

Hmong speakers do not use inflection to mark tense. Instead, they indicate tense by using time expressions ("yesterday" or "now"), which they add to a sentence. Tense can also be inferred by the context in which the sentence is spoken. Third person singular (-s) is an area which they will need to work on, as are the different forms of the verbs in English.

Application

Have an informant translate a list of words or sentences with inflections. Examine these to see what similarities and differences exist. Here are some samples:

friend/friendly
quick/quickly
do/undo
cow/cows
She walked to school.
John's book is red.
She walks to school.

WRITING SYSTEMS

Not all languages are represented by a script. In comparing systems, the first thing to find out is whether your students' native language has a script. There may not be one. Or, a system may exist, but it may not be widely accepted by the people because of religious or political implications attached to the script. Other people may have no need for a writing system; life as they know it does not include reading or writing as major components.

If your students' native language does have a writing system, you can make certain comparisons. Very few languages are written perfectly. In languages which use alphabets, the letters do not perfectly match the sounds they represent. In most writing systems, there are areas which pose challenges for a language learner.

Comparison

	English	Hmong
In which script is the language written?	Roman.	Roman.
Does each letter always have the same shape?	No. (Aa, Bb)	No. (Aa, Bb)
Does each letter always represent the same sound?	No. (mat, father, ate)	Yes.
Is each sound always represented by the same letter(s)?	No. (call, sick, keep)	Yes.
Are some sounds represented by groups of letters?	Yes. (th, ch, ough)	Yes. (ts, tx, txh)
Are there some words which are not pronounced the way they are spelled?	Yes. (science, colonel)	No.
Are there some words which are spelled in more than one way?	Yes. (enquire, inquire)	No.

Analysis

The irregular English spelling system will challenge Hmong speakers.

Application

How would you approach teaching literacy to students who are not literate in their native language?

SUMMARY

As you can see, comparing languages can provide you with concrete clues to challenges that your students face in learning English. Four areas for comparison were presented here, but there are others which you can also use to better understand both English and your students' native languages. This understanding can only help you help your students learn languages.

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Appendix: 7

Southeast Asian Pronunciation Problems

Southeast Asian students do not usually have problems with vowels. Many Southeast Asian languages contain more vowels than English.

The main problems are:

- final consonants
- consonants following dipthongs
- consonant clusters

In addition, adult learners in Southeast Asia often have problems with stress, rhythm and phrasing.

What follows is a list of problems compiled from a variety of sources including --English Pronunciation Lessons: A Teacher's Resource Manual printed by the Center for Applied Linguistics in cooperation with International Catholic Migration Commission (Metro Manila, Philippines, March, 1983).

The information in the chart is generalized and is meant solely as a guide to suggest potential areas of difficulty. You may want to consult additional sources for more specific information on each language.

Key:		
	L: Lao	H: Hmong
	V: Vietnamese	K: Khmer

Problem	Example	Notes
b (final)	cab rub	K- H L- does not occur; is often confused with final p. V
b/d/g/ (final)	lab lad bag	H- b, d and g become p, t and k. V L- d and t both exist but d does not appear in the final position. d often confused with t. K
ch	child chicken	H- ch and sh are separate phonemes although not exactly the same as the English sounds. L does not exist in any position. K- often confused with sh, t or s. V

Problem	Example	Notes
f	laugh cough	H- f (and v) become p. K- f exists in foreign loan words only. V L- f does not occur finally; often becomes p or is omitted.
g	get garbage	H- usually becomes k. L K- does not exist at all; often confused with k or sometimes d. V- does not occur in the final position.
k (final)	make bake	H V L- can be heard but k is "unreleased." K- can be heard.
l (final)	fill hill school will	K H L V- often becomes n. sometimes the final sound is completely omitted.
m/n/ŋ (final)	sing time fine came home	H V L K- final sound dropped after dipthongs.
p/t/k	pan tan can	H- V- occurs in the final position only. L K- exists in the initial and final position. Students may not hear differences in the final position.
r	race red car	H- becomes l in the initial position. L- often confused with l in the initial position. K V- often used interchangeably in the final and sometimes the initial position.

Appendix: 7

Problem	Example	Notes
s/z (final)	hits pens	H L K]- often dropped or confused with t.
	his hiss	V- exists but not in the final position.
sh (initial)	shoe shirt	H- sh and ch are phonemes in Hmong. may be confusion with English sh.
		L K V]- the sh sound does not exist. often confused with s, t or ch.
v/w	view live have	H- interchanged.
		L K]- used interchangeably and often confused with p, b or f.
		V- final v does not occur.
z (initial)	zoo zip	H L K]- z becomes s.
		V- exists in initial position.
dr/tr (initial)	drawer tree	L V]- consonant clusters do not exist w may be substituted for r.
gl/gr (initial)	glass grass	H K- g does not ordinarily appear.
		L V]- consonant clusters do not exist.
kl/kr (initial)	cloud crowd	H- l and r may be dropped.
		L V]- does not exist in the initial or final position.
		K- exists in Khmer.
ks (final)	backs tacks	H- no final clusters in Hmong.
		K L V]- often confused with final k.
nd/nt (final)	land hunt	H K
		L V]- consonant clusters do not exist.

Appendix: 7

OTHER PROBLEMS:

Appendix: 8

Pronunciation Problems by Unit

Each unit includes a common pronunciation mistake. Some of them may be easier to understand than others. This list includes the mistakes and the corrections.

UNIT		
1.	Goose Morning.	Good Morning.
2.	Halo. Hi.	Hello. Hi.
3.	Are you married? No, I'm a singer.	Are you married? No, I'm single.
4.	I want to buy some rye.	I want to buy some rice.
5.	Open your mouse.	Open your mouth.
6.	I lie to wash T.V.	I like to watch T.V.
7.	I'm a student. I go to skoon.	I'm a student. I go to school.
8.	'Kiss me, where is the hopital?	Excuse me, where is the hospital?
9.	I need to get some foot.	I need to get some food.
10.	I study pre-skins at 11:00.	I study pre-skills at 11:00.*
11.	My firs nay is Liu.	My first name is Liu.
12.	Put it in the chicken.	Put it in the kitchen.
13.	I want a pair of shoe and two shirt.	I want a pair of shoes and two shirts.
14.	What tie do you eat brefa?	What time do you eat breakfast?
15.	It's on Broad Streep.	It's on Broad Street.
16.	What's your zit code?	What's your zip code?
17.	I've got a head-H.	I've got a headache.
18.	How many should I taste?	How many should I take?
19.	I was a soldier for sick years.	I was a soldier for six years.
20.	Yes, I can. Can't? Can. Can't? CAN.	(same)
21.	Turn it op.	Turn it off.
22.	I want a money order for pipty dollars.	I want a money order for fifty dollars.
23.	The rent includes electric city.	The rent includes electricity.
24.	This is my wipe.	This is my wife.
25.	What's the probla?	What's the problem?
26.	How much do you make before taxies?	How much do you make before taxes?
27.	What are you doing to-nice?	What are you doing tonight?
28.	Becaw I want to study.	Because I want to study.
29.	Accuse me, my french is sick.	Excuse me, my friend is sick.
30.	These are mines.	These are mine.

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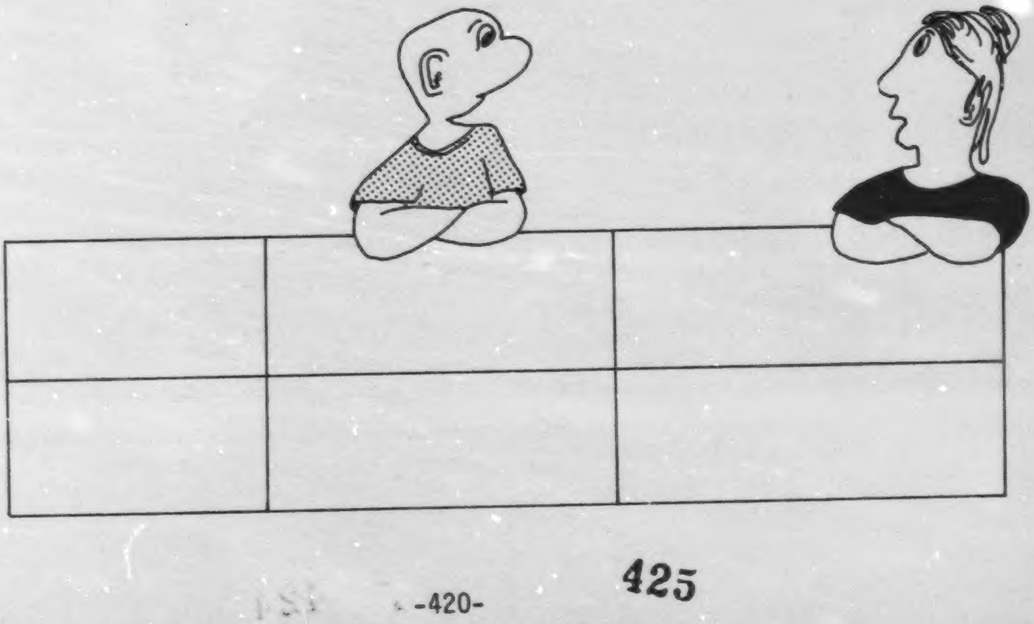
* Pre-employment Training was formerly referred to as pre-skills by teachers and students.

Appendix: 8



Word List and Pronunciation Guide

The word list and pronunciation guide presented here is for non-native speakers of American English. The list identifies those words from the curriculum that might be difficult to pronounce or are pronounced differently in British English. In addition to key words in the curriculum, the names of the U.S. states have also been included for those who may be unfamiliar with them.

Teachers are encouraged to refer to this word list and pronunciation guide periodically to check their own pronunciation.

KEY:

pat	ă	kick, cat, pique	k	tight, stopped	t
pay	ā	lid, needle	l	thin	th
care	âr	mum	m	this	*th*
father	ä	no, sudden	n	cut	ŭ
bib	b	thing	ng	urge, term, firm work, heard	ûr
church	ch	pot, horrid	ŏ	valve	v
deed, milled	d	toe, hoarse	ō	with	w
pet	ĕ	caught, paw, for	ô	yes	y
bee	ē	noise	oi	zebra, xylem	z
fife, phase, rough	f	took	o͝o	vision, pleasure, garage	zh
gag	g	boot	o͞o	about, item, edible, gallop, circus	ə
hat	h	out	ou	butter	ər
which	hw	pop	p		
pit	ĭ	roar	r		
pie, by	ī	sauce	s		
pier	îr	ship, dish	sh		
judge	j				

about	ə-bout′	April	ā′prəl
absent	ăb′sənt	Arizona	ăr'ə-zō′nə
ache	āk	Arkansas	är′kən-sô'
address	ə′-drĕs	arrive	ə-rīv′
afford	ə-fôrd′	August	ô′gəst
again	ə-gĕn′	autumn	ô′təm
aisle	īl		
Alabama	ăl'ə-băm′ə		
Alaska	ə-lăs′kə	barber	bär′bər
ambulance	ăm′byə-ləns	barbecue	bär′bĭ-kyo͞o'

Source: The American Heritage Dictionary of the American Language. William Morris, editor. Houghton Mifflin Company, Boston, Massachusetts, 1980.

been	bĭn
breath	brĕth
breathe	brē*th*

cabinet	kăb′ə-nĭt
cafeteria	kăf'ə-tîr′ē-ə
California	kăl'ə-fôrn′yə
can	kăn
cannot	kăn′ŏt
can't	kănt
cashier	kă-shîr′
cheap	chēp
Chicago	shə-kä′gō
child	chīld
children	chĭl′drən
clothes	klōz
Colorado	kŏl'ə-rä′dō
Connecticut	kə-nĕt′ə-kət
constipation	kŏn'stə-pā′shən
couch	kouch

daughter	dô′tər
December	dĭ-sĕm′bər
Delaware	dĕl′ə-wâr'
deposit	dĭ-pŏz′ĭt
diabetes	dī'ə-bē′tĭs
diarrhea	di'ə-rē′ə
difficult	dĭf′ĭ-kŭlt'
direction	dĭ-rĕk′shən
dizzy	dĭz′ē
doubt	dout
drawer	drôr
dysentery	dĭs′ən-tər ē

electricity	ĭ-lĕk'trĭs′ə-tē
embarrased	ĕm-băr′əst
emergency	ĭ-mûr′jən-sē
enough	ĭ-nuf′
ethnic	ĕth′nĭk
expiration	ĕk'spə-rā′shən
expire	ĕk-spīr′

family	făm′ə-lē
fasten	făs′ən
favorite	fā′vər-ĭt
February	fĕb′ro͞o-ĕr'ē

film	fĭlm
Florida	flôr′ə-də
Friday	frī′dē(dā)
garage	gə-räzh′
garbage	gär′bĭj
Georgia	jôr′jə
have	hăv
Hawaii	hə-wä′ē
hospital	hŏs′pə-təl
how're	hou er
Idaho	ī′də-hō
identification	ī-dĕn'tə-fĭ-kā′shən
identify	ī-dĕn′tə-fī'
Illinois	ĭl'ə-noi′
Indiana	ĭn'dē-ăn′ə
insurance	ĭn-sho͝or′əns
interested	ĭn′trĭ-stĭd
intersection	ĭn'tər-sĕk′shən
interview	ĭn′tər-vyo͞o'
Iowa	i′ə-wə
it'll	ĭt′l
January	jăn′yo͞o-ĕr'ē
July	jo͝o-lī′
June	jo͞on
Kansas	kăn′zəs
Kentucky	kən-tŭk′ē
kilometers	kĭ lŏm′-ə-tər
kindergarten	kĭn′dər-gärt'n
laboratory	lăb′rə-tôr'ē
lease	lēs
library	lī′brĕr'ē
listen	lĭs′ən
Los Angeles	lôs ăn′jə-ləs
Louisiana	lo͞o-ē'zē-ăn′ə

Appendix: 9

Maine	mān
malaria	mə-lâr′ē-ə
March	märch
Maryland	mâr′ə-lənd
Massachusetts	măs'ə-choo′sĭts
May	mā
mechanic	mĭ-kăn′ĭk
Michigan	mĭsh′ĭ-gən
milk	mĭlk
Minnesota	mĭn'ĭ-sō′tə
Mississippi	mĭs'ĭ-sĭp′ē
Missouri	mĭ-zo͝or′ē
Monday	mŭn′dē(dā)
Montana	mŏn-tăn′ə
motorcycle	mō′tər-sī'kəl
moustache	mŭs′tăsh
muscle	mŭs′əl
nationality	năsh'ə-năl′e-tē
nauseous	nô′zē-əs
Nebraska	nə-brăs′kə
Nevada	nə-văd′ə
New Hampshire	no͞o hămp′shər
New Jersey	no͞o jûr′ze
New Mexico	no͞o mĕk′sĭ-kō'
New York	no͞o yôrk
North Carolina	nôrth kăr'ə-lī′nə
North Dakota	nôrth də-kō′tə
November	nō-vĕm′bər
ocean	ō′shən
October	ŏk-tō′bər
Ohio	ō-hi′ō
Oklahoma	ō'klə-hō′mə
once	wŭns
Oregon	ôr′ə-gən
Pennsylvania	pĕn'səl-vān′yə
plumber	plum′ər
prescription	prĭ-skrĭp′shən
probably	prŏb′ə-blē
purchase	pûr′chĭs
rather	ră*th*′ər
receipt	rĭ-sēt′
recipe	rĕs′ə-pē'

refill	rē-fĭl′
refrigerator	rĭ-frĭj′ə-rā'tər
region	rē′jən
register	rĕj′ĭ-stər
relatives	rĕl ə-tĭvs
repeat	rĭ-pēt′
restaurant	rĕs′tər-ənt
Rhode Island	rōd ī lend
salary	săl′ə-rē
Saturday	săt′ər-dē(dā)
seamstress	sēm′strĭs
seen	sēn
September	sĕp-tĕm′bər
South Carolina	south kăr ə-lī nə
South Dakota	south de-ko′tə
sponsor	spŏn′sər
stomach	stŭm′ək
Sunday	sŭn′dē(dā)
surface	sûr′fəs
taught	tôt

Tennessee	tĕn'ĭ-sē′
Texas	tĕk′səs
there	*th*âr
these	*th*ēz
those	*th*ōz
thigh	thī
this	*th*ĭs
thirsty	thûr′stē
throat	thrōt
Thursday	thûrz′dē(dā)
traditionally	trə-dĭsh′ən-əl-ē
tranquilizers	tran′kwə-līz'ərs
transfer	trăns′-fûr
Tuesday	to͞oz′dē(dā)
urine	yo͝or′ĭn
Utah	yo͞o′tô
utilities	yo͞o-tĭl′ə-tēz
vegetables	vĕj′tə-bəlz
Vermont	vər-mŏnt′
Virginia	vər-jĭn′-yə

vitamins	vī′tə-məns
Washington	wŏsh′ĭng-tən
Wednesday	wĕnz′dē(dā)
weight	wāt
we'll	wēl
were	wûr
West Virginia	wĕst vər-jĭn′-yə
where	hwâr
whose	ho͞oz
wife's	wīfs
Wisconsin	wĭs-kŏn′sən
would	wo͝od
Wyoming	wī-ō′mĭng
yesterday	yĕs′tər-dā(dē)
you'd	yo͞od

Kŭm ə gĕn′
ə bout′ to͞o.
Pēts Gə räzh′

Appendix: 10

Minimal Sets

What follows is a list of minimal sets which can be used to practice pronunciation in the classroom. The first word in each set must always be used. These sets were developed by Jimmy G. Harris, former U.S. State Department monitor and are presented here with his consent.

1.	Cat	Cass*	Cats	Cast	Casts
2.	Wat	Watch	Wash	Watched	Washed
3.	Cup	Cuff	Cups	Cuffs	Cupped
	Cuffed	Cub	Cubs		
4.	Mat*	Mats	Mass	Match	Mash
	Matched	Mashed			
5.	Lye	Lice	Light	Lights	Rye
	Rice	Right	Rights		
6.	Butt	Bus	Butts	Bust	Busts
	Buzz	Bud*	Buds	Buzzed	
7.	Net	Ness*	Nets	Nest	Nests
8.	Fay*	Face	Fate	Faced	Fade
	Phase	Phased	Fades	Fate's	
9.	Goot*	Goose	Good	Goods	Goosed
	Goot's*				
10.	Back	Bask	Basks	Basked	Backed
	Bag	Bags	Bagged		
11.	Lock	Rock	Locks	Rocks	Rocket
	Locket	Rocket	Lockets		
12.	Way	Wade	Whale	Veil	Wayne*
	Vein	Whales	Veils	Wayne's*	Veins

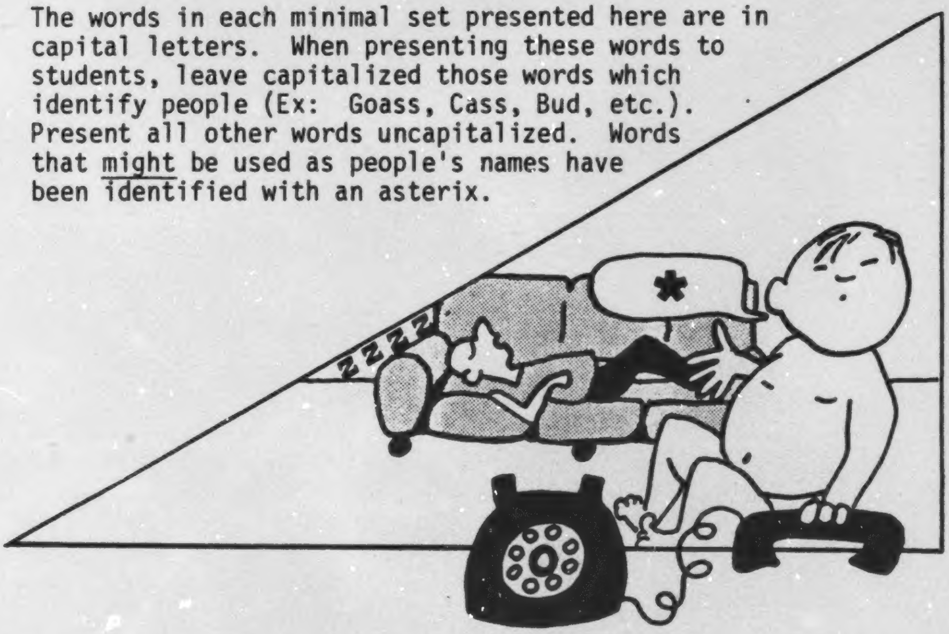
Appendix: 10

13.	Cheat	Sheet	Seat	Cheese	Cheats
	Sheets				
14.	How	House (n.)	Howt*	How's	How'd
	House (v.)	Howt's*			
15.	Goat	Ghost	Goats	Goass*	Ghosts
16.	Lei*	Lake	Rake	Lakes	Rakes
17.	Yam	Jam	Jello	Yellow	Jet
	Yet	Jess*	Yes		
18.	Bee	Pea	Fee		
19.	Clock	Crock	Clocks	Crocks	
20.	An	Ant	Ants	And	
21.	Fly	Fry	Fies*	Fries	Fruit
	Flute				
22.	Bessy*	Betsy*	Betty*	Berry*	
23.	Tack	Tacks	Tag	Tags	Tank
	Tanks	Track	Tracks	Sack	Sacks
24.	Tuck*	Tusk	Tongue	Tongues	Truck
	Trucks	Trunk	Trunks	Tusks	
25.	Tin	Sin	Thin		
26.	Tea	See	Tree	Three	
27.	Cheap	Sheep	Chief*	Sheaf	
28.	Bee	Beet	Beets	Bees	Bead
	Beads	Beast			
29.	I	I'm	I've	I'd	I'll
	Ice	Eyes			

Appendix: 10

30.	Ben*	Bell	Bells	Belt	Belts
	Bench				
31.	Gun	Gull	Gun	Gulls	Gulch
	Girl	Girls			
32.	Lamb	Ram	Lamps	Ramps	Lambs
	Lamp	Ramp			
33.	A	Ace	Eight	Eight	Aid
	A's	A			
34.	Lei	Lace	Late	Laced	Leis
	Laid				

Note: The words in each minimal set presented here are in capital letters. When presenting these words to students, leave capitalized those words which identify people (Ex: Goass, Cass, Bud, etc.). Present all other words uncapitalized. Words that might be used as people's names have been identified with an asterix.



Appendix: 10

The minimal sets listed here address the following problems Southeast Asian students may have learning English:

PROBLEM

1 Final -k -ks -sk -skt -g -gz -gd........becomes -k only

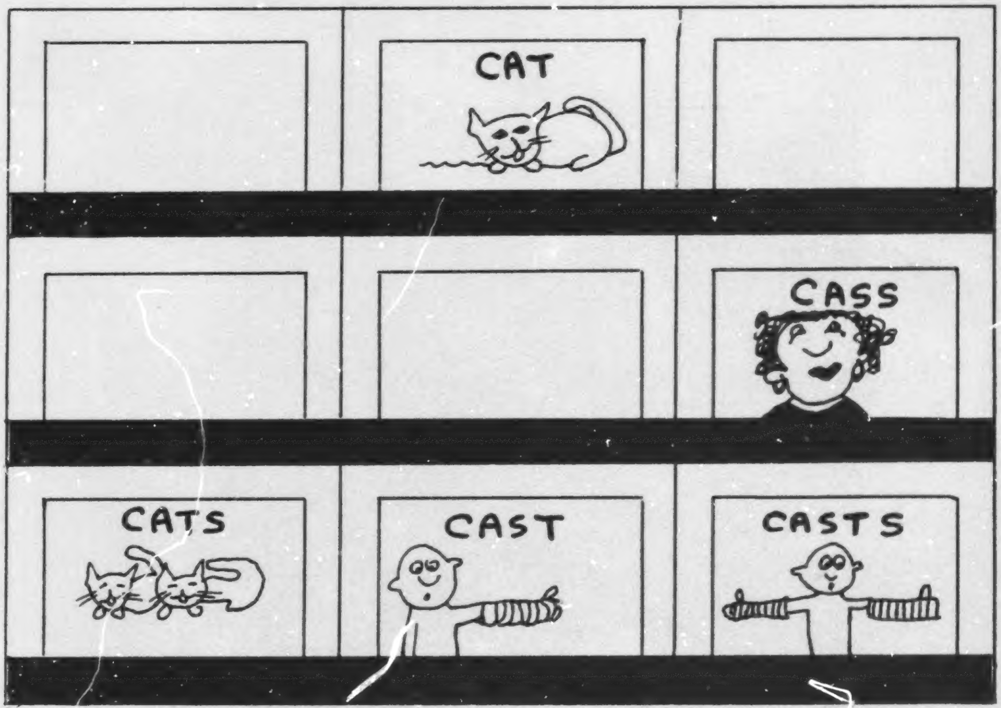
2 Final -p -ps -pt -b -bz -bd -fs
-ft -vz -vd..........................becomes -p only

3 Final -t -s -st -sts -ts -d -z
-zd -dz -ch -sh -sht -cht
-j -jd................................becomes -t and
sometimes -s

4 Final -ay -aw -ɔy -ey + consonant.........becomes -ay -aw
-ɔy -ey + Ø

Ex: time...tie
house...how
name...nay
boils...boy

Tic Tac Toe



Each word in a set should be written on a card accompanied by an illustration which reflects (as much as possible) the students' own cultural experience. Cards can be displayed in a pocket chart or slot board. One option is to play pronunciation Tic Tac Toe.

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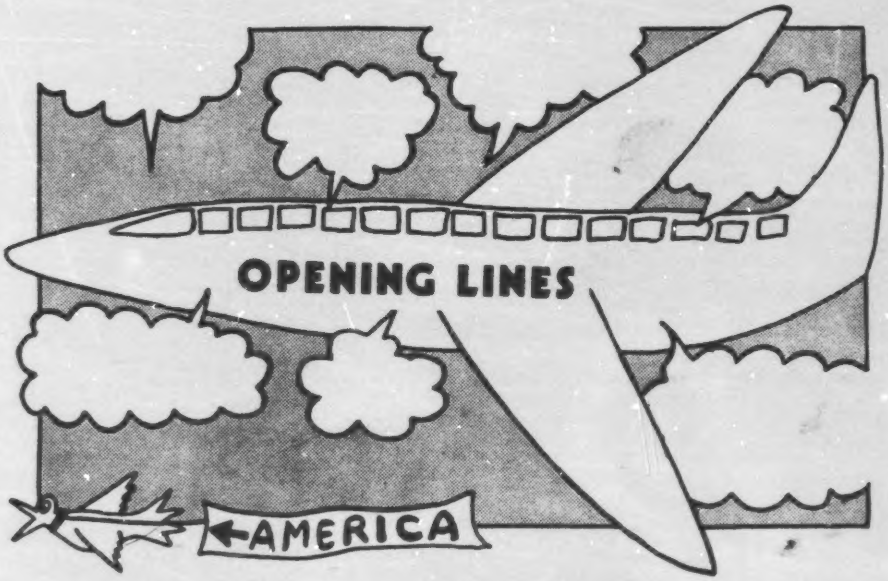

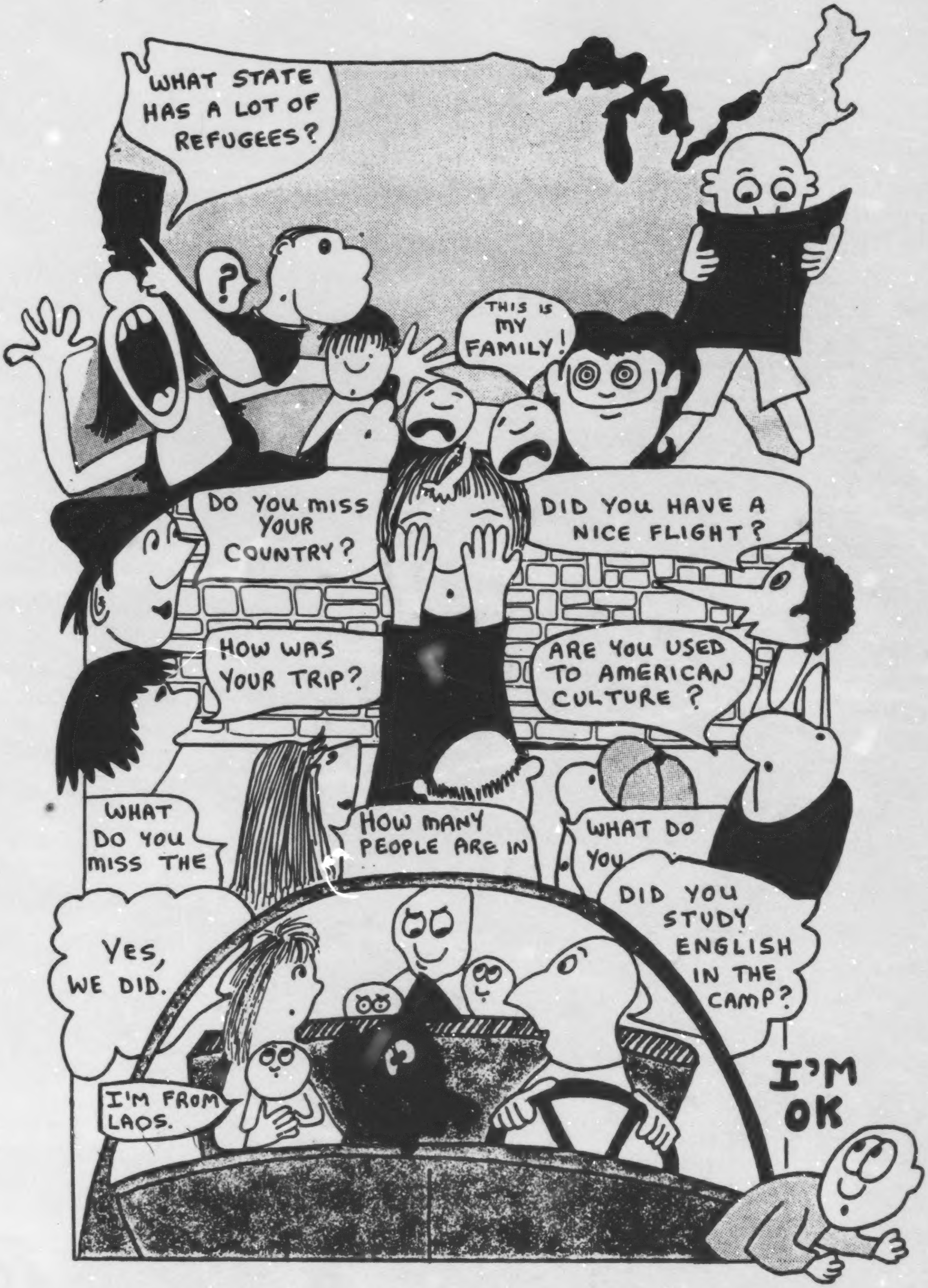
WHAT STATE HAS A LOT OF REFUGEES?
?
THIS IS MY FAMILY!
DO YOU MISS YOUR COUNTRY?
DID YOU HAVE A NICE FLIGHT?
HOW WAS YOUR TRIP?
ARE YOU USED TO AMERICAN CULTURE?
WHAT DO YOU MISS THE
HOW MANY PEOPLE ARE IN
WHAT DO YOU
DID YOU STUDY ENGLISH IN THE CAMP?
YES, WE DID.
I'M FROM LAOS.
I'M OK